Cabot Learning Federation

I am a Citizen

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



	Key Concepts
What is a citizen? Human societies have developed over thousands of years, forming communities, nations, and systems of governance. A citizen is a person who belongs to a particular country or community, but citizenship is about more than where someone lives. It is about a person's sense of self, their understanding of the place they live, and their awareness of themselves and others within it. Citizenship explores the relationship between people and their communities, including the rights they hold, the responsibilities they share, and the ways they participate in shaping society. Understanding what it means to be a citizen helps us see how individuals and groups live together, support one another, and contribute to the development and change of their communities over time.	**Sex Education**: Understanding human development, puberty and reproduction. **Physical Health Education** : Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness. **Relationship education – statutory** : Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like **Mental well-being:** Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying. **Online safety:** Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.

July 2026

Reception

Being me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Piece 1– I understand how it feels to belong and that we are similar and different **Piece 2-** I can start to recognise and manage my feelings **Piece 3-** I enjoy working with others to make school a good place to be **Piece 4-** I understand why it is good to be kind and use gentle hands **Piece 5** I am starting to understand children's rights and this means we should all be allowed to learn and play **Piece 6**- I am learning what being responsible means **Personal, Social and Emotional Development.** Self-Regulation Managing Self Building Relationships **Communication and Language** Speaking	**Piece 1-** I can identify something I am good at and understand everyone is good at different things **Piece 2**- I understand that being different makes us all special **Piece 3-** I know we are all different but the same in some ways **Piece 4-** I can tell you why I think my home is special to me **Piece 5-** I can tell you how to be a kind friend **Piece 6** - I know which words to use to stand up for myself when someone says or does something unkind **Understanding the World.** People, culture and communities **Personal, Social and Emotional Development** Building Relationships	**Piece 1-** I understand that if I preserver I can tackle challenges **Piece 2-** I can tell you about a time I didn't give up until I achieved my goal. **Piece 3-** I can set a goal and work towards it. **Piece 4-** I can use kind words to encourage people. **Piece 5-** I understand the link between what I learn now and the job I might like to do when I'm older. **Piece 6-** I can say how I feel when I achieve a goal and know what it means to feel proud. **Personal, Social and Emotional Development** Self-Regulation Managing Self.	**Piece 1-** I understand that I need to exercise to keep my body healthy. **Piece 2-** I Understand how moving and resting are good for my body. **Piece 3-** I know which foods are healthy and not so healthy and can make healthy eating choices. **Piece 4-** I know how to help myself go to sleep and understand why sleep is good for me. **Piece 5-** I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. **Piece 6-** I know who my safe adults are and how to stay safe if they are not close by me **Personal, Social and Emotional Development** Managing Self.	**Piece 1-** I can identify some of the jobs I do in my family and how I feel like I belong. **Piece 2-** I know how to make friends to stop myself from feeling lonely. **Piece 3 –** I can think of ways to solve problems and stay friends. **Piece 4-** I am starting to understand the impact of unkind words **Piece 5-** I can use calm me time to manage my feelings **Piece 6-** I know how to be a good friend. **Personal, Social and Emotional Development.** Self Regulation Managing Self Building Relationships **Understanding the World** Past and Present.	**Piece 1-** I can name parts of the body. **Piece 2-** I can tell you some things I can do and foods I can eat to be healthy. **Piece 3-** I understand that we all grow from babies to adults. **Piece 4-** I can express how I feel about moving to Year 1. **Piece 5-** I can talk about my worries and/or the things I am looking forward to about being in Year 1. **Piece 6-** I can share my memories fo the best bits of this year in Reception. **Personal, Social and Emotional Development** Managing Self **Understanding the world** The Natural World.

July 2026

Year 1

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 – I feel special and safe in my class Mental well-being - Know when they are feeling safe. **Piece 2-** I know that I belong to my class. Mental well-being – Know what it feels like to belong and describe this. **Piece 3-** I know how to make my class a safe place for everybody to learn. Mental well-being - Know how to make a class safe for everyone to learn. Name their rights and responsibilities as a member of the class. **Piece 4-** I recognise how it feels to be proud of an achievement. Mental well-being Recognise how to feels to be proud of achievements **Piece 5-** I recognise the range of feelings when I face certain consequences. Mental well-being- Know that there are choices and consequences. **Piece 6-** I understand my choice in following the Learning Charter. Mental well-being – Know that individual views are valued and respected and they can add to a collective understanding. Know choice in relation to class agreements.	**Piece 1-** I can tell you some ways in which I am the same as my friends. **Piece 2-** I can tell you some ways I am different from my friends. **Piece 3-** I can tell you what bullying is. **Piece 4-** I know some people who I could talk to if I was feeling unhappy or being bullied **Piece 5-** I know how to make new friends. **Piece 6-** I can tell you some ways I am different from my friends. I understand these differences make us all special and unique. Relationship Education – Make choices based on an understanding of difference and with an absence of prejudice.	**Piece 1-** I am starting to understand the life cycles of animals and humans. Sex Education – Understand the lifecycles of animals and humans. **Piece 2-** I can tell you some things about me that have changed and some things about me that have stayed the same. Sex Education – say how their body has changed since they were a baby. **Piece 3-** I can tell you how my body has changed since I was a baby. Sex Education – say how their body has changed since they were a baby. **Piece 4-** I can identify the parts of the body that make boys different to girl and use the correct names: penis, testicles, vagina, vulva, anus Sex Education –Name the parts of the body that make boys different to girls. **Piece 5-** I understand that every time I learn something new I change a little bit. **Piece 6-** I can tell you about changes that have happened in my life.	**Piece 1-** I can identify the members of my family and understand that there are lots of different types of families. Relationship Education – Name the members of own family and understand that there are lots of different types of families including LGBT families. **Piece 2 –** I can identify what being a good friend means to me. Relationship Education - Say what a good friend means and how to manage conflict. **Piece 3 –** I know appropriate ways of physical contact to greet friends and know which ways I prefer. Introduce the word consent Relationship Education - Understand appropriate ways of physical contact to greet friends and make preferences around these. **Piece 4 –** I know who can help me in my school community. Relationship Education - Name who can help in school community. **Piece 5 –** I can recognise my qualities as person and a friend. Relationship Education – Be able to identify own qualities as a person and friends, including self respect and empathy. **Piece 6 –** I can tell you why I appreciate someone who is special to me. Relationship Education – Be able to identify special people and why they are special.	**Piece 1 –** I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. Physical Health Education – know the difference between being healthy and unhealthy and know some ways of keeping themselves healthy. **Piece 2 –** I know how to make healthy lifestyle choices. Physical Health Education – How know to make healthy life choices. **Piece 3 –** I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. Physical Health Education – Name some household products that could be harmful if not used properly. **Piece 4 –** I understand that medicines can help me if I feel poorly, and I know how to use them safely. Physical Health Education – Know that medicines can help when feeling ill. **Piece 5 –** I know how to keep safe when crossing the road, and about people who can help me to stay safe. **Piece 6 -** I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. Physical Health Education – Name ways of taking care of their body.	**Piece 1 –** I can tell you about a thing I do well **Piece 2 -** I can tell you how I learn best **Piece 3 –** I can celebrate achievement with my partner **Piece 4 -** I can tell you how I feel when I am faced with a new challenge **Piece 5 –** I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. **Piece 6 –** I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.

July 2026

Objectives in CLF curriculum not covered by Jigsaw pieces.

Year 1

Sex Education

- Know that offspring are very much (but not exactly) like their parents. **(Science curriculum - animals)**
- Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young **(science curriculum – animals)**

Online Safety

- Know there are exciting places online but they need to follow certain rules to remain safe (Do at the start of every computing lesson and reference SMART)
- Know that many websites ask for information that is private and discuss how to responsibly handle such requests.
- Say some ways of how to behave online and how to recognise online bullying.
- Online safety objectives covered in terms when we have a 7-week term and every term there is an online safety in the last week. Use Project Evolve resources.

July 2026

Year 2

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 – I can recognise when I feel worried and know who to ask for help Mental Well-being Identify hopes and fears. Recognise the feeling of worry and know how to ask for help. Be able to talk about feelings. **Piece 2 –** I understand the rights and responsibilities for being a member of my class and the importance of making contributions. Mental Well-being Name their rights and responsibilities. **Piece 3 –** I help make my class a safe and fair place Mental Well-being Name their rights and responsibilities Know how to make others feel safe. **Piece 4 –** I can help make my class a safe and fair place Mental Well-being Know how to make others feel safe. **Piece 5 –** I work co-operatively Mental Well-being Work cooperatively. **Piece 6 –** I can recognise the choices I make and understand the consequences. Mental Well-being Be able to listen and contribute.	**Piece 1 –** I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). **Piece 2 –** I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). **Piece 3 –** I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. Understand how to respond to cyberbullying. **Piece 4 –** I know when and how to stand up for myself and others. I know how to get help if I am being bullied. **Piece 5 –** I understand we shouldn't judge people if they are different. I understand that it is OK to be different from other people and to be friends with them. Piece 6 – I can tell you some ways I am different from my friends and I understand these differences make us all special and unique.	**Piece 1 –** I can recognise cycles of life in nature. **Piece 2 -** I can tell you about the natural process of growing from young to old and understand that it is not in my control. **Piece 3 –** I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. **Piece 4 –** I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private. Sex Education – Recognise the physical differences between boy and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. Identify some parts of the body. **Piece 5 –** I understand there are different types of touch and can tell you which ones I like and don't like. **Piece 6 –** I can identify what I am looking forward to when I move to my next class.	**Piece 1 –** I accept that everyone's family is different and understand that most people value their family Relationship Education – Name different members of their family, understand their relationships with each of them and know why it is important to share and cooperate. **Piece 2 –** I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Revisit the word consent and what this means Relationship Education – Know there are lots of forms of physical contact within the family and that some of this is acceptable and some is not. **Piece 3 –** I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends Relationship Education – Say some ways that cause conflict with friends. **Piece 4 –** I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Relationship Education – Identify when it is sometimes good to keep a secret and when it is not. **Piece 5 –** I recognise and appreciate people who can help me in my family, my school and my community. Know what to do when not feeling safe online.	**Piece 1 –** I can sort foods into the correct food groups and know which foods my body needs to keep me healthy. Say why dental health, good dental hygiene and regular check ups are important **Piece 2 –** I can make some healthy snacks and explain why they are good for my body and give me energy **Piece 3 –** I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe **Piece 4 –** I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me **Piece 5 –** I understand how medicines work in my body and how important it is to use them safely **Piece 6 -** I can explain how to keep my body healthy and safe at home and when I'm out	**Piece 1 -** I can tell you things I have achieved and say how that makes me feel **Piece 2 –** I am motivated to make healthy choices that help me to reach my goal **Piece 3 -** I can tell you how working with other people helps me learn. **Piece 4 –** I can work with other people in a group to solve problems. **Piece 5 –** I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed **Piece 6 -** I know how to share success with other people.

			Relationship Education – Name and show how to appreciate people who can help in their families, schools and community. **Piece 6 –** I can express my appreciation for the people in my special relationships. Relationship Education – Say how people can express appreciation for the people in special relationships.		

Objectives in CLF curriculum not covered by Jigsaw pieces.

Year 2

Physical Health

- Know about safe and unsafe exposure to the sun. – Phase or Whole school assembly

Online Safety (Do relevant content at the start of every computing lesson and reference SMART)

- Know some ways to stay safe online and how to avoid sharing personal information and images. (Project Evolve Privacy and Security)
- Know how to communicate appropriately online and what friendship means online. (Project Evolve Online Relationships)
- Name ways to behave online and whether to trust everything they read.(Start of computing lesson)
- Know what to do when not feeling safe online. (Assembly or visit to safeguarding boards)
- Online safety objectives covered in terms when we have a 7-week term and every term there is an online safety in the last week.

July 2026

Year 3

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 - I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. Mental Well-being Recognise own self worth and be able to identify positive things about self. Able to recognise own achievements. Can set personal goals. Value self and others. **Piece 2 –** I can face new challenges positively, make responsible choices and ask for help when I need it. Mental Well-being Able to face new challenges positively and make responsible choices. **Piece 3 –** I understand why rules are needed and how they relate to rights and responsibilities. Mental Well-being Say why rules are needed and relate to rights and responsibilities. **Piece 4 –** I understand that my actions affect myself and others and I care about other people's feelings. Mental Well-being Know how actions affect self and others. Care about others feelings. Identify. Recognise feelings of happiness, sadness, or worry in self and others. Identify what behaviours bring certain consequences. Judge whether feelings and behaviours are appropriate and proportionate.	**Piece 1 –** I understand that everybody's family is different and important to them. **Piece 2 –** I understand that differences and conflicts sometimes happen among family members. **Piece 3 –** I know what it means to be a witness to bullying. **Piece 4 –** I know that witnesses can make the situation better or worse by what they do. **Piece 5 –** I recognise that some words are used in hurtful ways (such as gay, fat) **Piece 6 –** I can tell you about a time when my words affected someone's feelings and what the consequences were.	**Piece 1 –** I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. Physical Health Education – Know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. **Piece 2 –** I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process **Piece 3** I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Physical Health Education – Understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. **Piece 4 –** I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infection Physical Health Education – Say how boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.	**Piece 1 –** I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Relationship Education – Name the roles and responsibilities of each member of their family and reflect on the expectations for males and females. **Piece 2 –** I can identify and put into practice some of the skills of friendship: taking it in turns and being a good listener. Relationship Education – Name the skills of friendship. Practice positive relationships online. **Piece 3 –** I know I can use some strategies for keeping myself safe online. Online Safety – Say how to stay safe when online and how to stay respectful. **Piece 4 –** I understand how people around the world help and influence my life and that media doesn't always show complete information. Relationship Education – Explain how the actions and work of others around the world help and influence others. **Piece 5 –** I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Relationship Education – Name the needs and rights of children and how their lives differ from other children.	**Piece 1 –** I understand how exercise affects my body and know why my heart and lungs are such important organs. **Piece 2 –** I know that the amount of calories, fat and sugar I put into my body will affect my health. **Piece 3 –** I can tell you my knowledge and attitude towards drugs. **Piece 4 –** Identify things, people and places that I need to keep safe from. Know some strategies for keeping myself safe, who to go to for help and how to call emergency services. **Piece 5 –** I can identify when something feels safe and unsafe. **Piece 6 –** I understand how complex my body is and how important it is to take care of it.	**Piece 1 –** I can tell you about a person who has faced difficult challenges and achieved success. **Piece 2 –** I can identify a dream/ambition that is important to me. **Piece 3 –** I enjoy facing new learning challenges and working out the best ways for me to achieve them. **Piece 4 –** I can be motivated and enthusiastic about achieving our new challenge. **Piece 5 –** I can recognise obstacles which might hinder my achievement and can take steps to overcome them. **Piece 6 –** I can evaluate my own learning process and identify how it can be better next time.

Piece 5 - I can make responsible choices and take action. Mental Well-being Work cooperatively. **Piece 6 –** I understand my actions affect others and try to see things from their points of view.		**Piece 5 -** I can start to recognise stereotypical ideas I might have about parenting and family roles. **Piece 6 –** Identify what I am looking forward to when I move to my next class.	**Piece 6 –** I know how to express my appreciation to my friends and family. Relationship Education – Say how to express appreciation.		

Objectives in CLF curriculum not covered by Jigsaw pieces:

Year 3

Online Safety

- Use advanced internet searching to explore whether the internet can be used to authenticate facts. (Project Evolve – Copyright and Ownership)
- Evaluate the benefits of using strong passwords. (Project Evolve Passwords)
- Develop knowledge of creating a positive online reputation and how technology can impact on health. (Project Evolve Health, Well Being and Lifestyle)
- **Online safety objectives covered in terms when we have a 7 week term and every term there is an online safety in the last week.**

July 2026

Year 4

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 - I know my attitudes and actions make a different to the class team. Mental Well-being Know how actions and attitudes affect others. Recognise positive feelings of being included and what it feels like to be excluded. **Piece 2 –** I understand who is in my school community, the roles they play and how I fit in and how I can contribute. Mental Well-being Say what a school community is and roles within it. **Piece 3 -** I understand how democracy works. Mental Well-being Discuss how democracy works. **Piece 4 –** I understand that my actions affect myself and others: I care about other people's feelings and try to empathise with them. Mental Well-being Care about others feelings. Know how rewards and consequences affect motivation. **Piece 5 –** I understand how groups come together to make decisions. Mental Well-being Contribute to groups **Piece 6 –** I understand how democracy and having a voice benefits the school community. Mental Well-being Understand about affect of individual voices on the community.	**Piece 1 –** I understand that, sometimes, we make assumptions based on what people look like. **Piece 2 –** I understand what influences me to make assumptions based on how people look. **Piece 3 -** I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. Identify how bullying can take place online. **Piece 4 –** I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. **Piece 5 –** I can identify what is special about me and value the ways in which I am unique. **Piece 6 –** I can explain why it is good to accept people for who they are.	**Piece 1 -** I understand that lots of things make up a person's identity and this is what makes them unique . Physical Health Education – Know that some personal characteristics come from birth parents and that this happens as a results of the joining of the egg and sperm. **Piece 2 –** I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Physical Health Education – Name internal and external parts of the male and female body that are necessary for making babies. **Piece 3 –** I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty Physical Health Education – Say how a girls body changes in order for her to be able to have babies when she is an adult, and that the menstruation is a natural part of this. **Piece 4 –** I know how the circle of change works and can apply it to changes I want to make in my life. **Piece 5 –** I can identify changes that have been and may continue to be outside of my control and I have learnt to accept that. **Piece 6 -** I can identify what I am looking forward to when I move to a new class.	**Piece 1 –** I can recognise situations which can cause jealousy in relationships. Relationship Education – Name situations that can cause jealousy. **Piece 2 –** I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. Relationship Education – Know that people identify others as people they love and care for and identify people they care for and love. **Piece 3 –** I can tell you about someone I know that I no longer see. Relationship Education – Identify relationships that can be at a distance. **Piece 4 –** I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Relationship Education – Understand how friendships change, how to make new friends and deal with falling out. **Piece 5 –** I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Relationship Education – Understand what a girlfriend/ boyfriend/ partner might mean when they are older: including respect for LGBT relationships. **Piece 6 –** I know how to show love and appreciation to the	**Piece 1 –** I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. **Piece 2 –** I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. **Piece 3 –** I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape **Piece 4 –** I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. **Piece 5 –** I can recognise when people are putting me under pressure and can explains ways to resist this when I want. **Piece 6 –** I know myself well enough to have a clear picture of what I believe is right and wrong.	**Piece 1 –** I know how it feels to have hopes and dreams. **Piece 2 –** I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help **Piece 3 –** I know how to cope with disappointment and find ways to move forward. **Piece 4 –** I know what it means to be resilient and to have a positive attitude. **Piece 5 –** I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. **Piece 6 -** I can identify the contributions made by myself and others to the group's achievement.

			people and animals who are special to me. Relationship Education – Know how to show love and appreciation to people and animals.		

Objectives in CLF curriculum not covered by Jigsaw pieces:

Year 4

Online Safety

- Understand what 'fake news' means and to assess what is real. (Project Evolve Disinformation, Misinformation and Hoaxes)
- Develop skills to understand fact and fake. (Project Evolve Disinformation, Misinformation and Hoaxes)
- Describe different online reputation. (Project Evolve Health, Well Being and Lifestyle)
- Say how technology can have a negative impact on peoples lives. (Project Evolve Health, Well Being and Lifestyle)
- **Online safety objectives covered in terms when we have a 7 week term and every term there is an online safety in the last week.**

July 2026

Year 5

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 – I can face new challenges positively and know how to set personal goals. Mental Well-being Identify ways to face new challenges positively and set goals. Identify hopes and fears. **Piece 2 –** I understand my rights and responsibilities as a citizen of my country. Mental Well-being Name the rights and responsibilities as a citizen of a country. Empathise with other whose lives are different. **Piece 3 –** I understand my rights and responsibilities as a citizen of my country and as a member of my school. Mental Well-being Name the rights and responsibilities as a citizen of the school. **Piece 4 –** I can make choices about my own behaviour because I understand how rewards and consequences feel. Mental Well-being Know the choices available and consequences. **Piece 5 –** I understand how an individual's behaviour can impact on a group. Mental Well-being Able to contribute to a group and how it functions best as a whole. **Piece 6 –** I understand how democracy and having a voice benefits the school community and know how to participate in this. Mental Well-being	**Piece 1 –** I understand that cultural differences sometimes cause conflict. **Piece 2 –** I understand what racism is. **Piece 3 -** I understand how rumour-spreading and name-calling can be bullying behaviours. **Piece 4 –** I can explain the differences between direct and indirect types of bullying. **Piece 5 -** I can compare my life with people in the developing world. **Piece 6 –** I can understand a different culture from my own.	**Piece 1 –** I am aware of my own self-image and how my body image fits into that. Know the impact of online influencers such as vloggers and YouTube on how you manage your self image and the strategies to deal with this **Piece 2 –** I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Physical Health Education – Understand that a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. **Piece 3 -** I can describe how boys and girls bodies change during puberty. Physical Health Education – Identify what parts of the body change during puberty. **Piece 4 –** I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. Sex Education – Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. **Piece 5 –** I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	**Piece 1 –** I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Relationship Education – Have an accurate picture of who they are (characteristics and personality) **Piece 2 –** I understand that belonging to an online community can have positive and negative consequences. Relationship Education – Identify how online communities can be positive and negative. Online Safety – Name respectful online behaviour and consequences of disrespectful behaviour. Describe online communities and how they can influence own ideas. **Piece 3 -** I understand there are rights and responsibilities in an online community or social network. Relationship Education - Name the rights and responsibilities of an online community. **Piece 4 –** I know there are rights and responsibilities when playing a game online. Understand consent linked to media usage Relationship Education – Name the rights and responsibilities of playing an online game. **Piece 5 –** I can recognise when I am spending too much time using devices (screen time) Relationship Education – Identify how much screen time is healthy. **Piece 6 –** I can explain how to stay safe when using technology to communicate with my friends.	**Piece 1 –** I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body **Piece 2 -** I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. **Piece 3 –** I know and can put into practise basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. **Piece 4 –** I understand how to media, social media and celebrity culture promotes certain body types. **Piece 5 –** I can describe the different attitudes people have to food and how these can be affected by external influences. **Piece 6 –** I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	**Piece 1 -** I understand that I will need money to help me achieve some of my dreams. **Piece 2 –** I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values **Piece 3-** I can explore a range of different jobs and think critically about the information I see about them online. **Piece 4 -** I can describe the dreams and goals of young people in a culture different to mine. **Piece 5 –** I understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other. **Piece 6 –** I can encourage my peers to support young people here and aboard to meet their aspirations, and suggest ways we might do this e.g., through sponsorship.

Know what democracy is and how an individual's voice is important. Identify how school community benefits from collective rules and agreements.		**Piece 6 –** I can identify what I am looking forward to when I move to my next class.	Relationship Education – Explain how to stay safe when using technology. Online Safety – Explain how to stay safe when using technology.		

Objectives in CLF curriculum not covered by Jigsaw pieces:

Year 5

Sex Education

- Identify phases of life cycles: birth, growth, reproduction death. (**Science curriculum – life cycles)**
- Know the life process of reproduction in some plants and animals **(Science curriculum – life cycles)**

Online Safety

- Understand what copyright means (Project Evolve Copyright and Ownership)
- **Online safety objectives covered in terms when we have a 7-week term and every term there is an online safety in the last week.**

July 2026

Year 6

Being me	Celebrating Difference	Changing me RSHE	Relationships	Healthy Me	Dreams and goals
Piece 1 – I can identify my goals for this year, understand my fears and worries about the future and know how to express them. Mental Well-being Able to set goals. Know how to express fears and worries about the future. Able to feel welcomed and valued and do this to others. **Piece 2 –** I know that there are universal rights for all children but for many children these rights are not met. Mental Well-being Name the universal rights for all children and know some are not met for some children. **Piece 3 –** I understand that my actions affect other people locally and globally. Mental Well-being State how my actions affect others globally and locally. Identify own wants and needs and how these compare to others in different communities. **Piece 4 –** I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. Mental Well-being Identify how choices link to right and responsibilities, rewards and consequences. Identify that actions can affect self and others. **Piece 5 –** I understand how an individual's behaviour can impact on a group. Mental Well-being	**Piece 1 –** I understand there are different perceptions about what normal means. **Piece 2 –** I understand how being different could affect someone's life. **Piece 3 –** I can explain some of the ways in which one person or a group can have power over another. **Piece 4 –** I know some of the reason why people use bullying behaviours. **Piece 5 –** I can give examples of people with disabilities who lead amazing lives. **Piece 6 –** I can explain ways in which difference can be a source of conflict and a cause for celebration.	**Piece 1 –** I am aware of my own self-image and how my body image fits into that. **Piece 2 -** I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Physical Education Say how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. **Piece 3 –** I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Physical Education Describe how a baby develops from conception through the nine months of pregnancy and how it is born. **Piece 4 –** I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. *Alternative lesson:* *I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.* **Piece 5 –** I am aware of the importance of a positive self-esteem and what I can do to develop it. **Piece 6 –** I can identify what I am looking forward to when I move to my next class	**Piece 1 –** I know that it is important to take care of my mental health. **Piece 2 –** I know how to take care of my mental health. Relationship Education Identify ways to take care of their mental health. **Piece 3 –** I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Relationship Education – Know there are different stages of grief and there are different types of loss that cause people to grieve. **Piece 4 –** I can recognise when people are trying to gain power or control. Relationship Education – Recognise when people are trying to gain power or control. **Piece 5 –** I can judge whether something online is safe and helpful for me. Identify benefits and issues with online gaming and chat sites. Know how to deal with difficult situations online. Relationship Education – Make a judgement about online content and whether it is safe and helpful. **Piece 6 –** I can use technology positively and safely to communicate with my friends and family. Relationship Education – Use technology positively and safely to communicate to friends and family.	**Piece 1 –** I can take responsibility for my health and make choices that benefit my health and well-being. **Piece 2 –** I know about different types of drugs and their uses and their effects of the body particularly the liver and heart. **Piece 3 –** I understand that some people can be exploited and made to do things that are against the law. **Piece 4 –** I know why some people join gangs and the risks this involves. **Piece 5 -** I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. **Piece 6 –** I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	**Piece 1 –** I know my learning strengths and can set challenging but realistic goals for myself. **Piece 2 –** I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. **Piece 3 –** I can identify problems in the world that concern me and talk to other people about them. **Piece 4 -** I can work with other people to help make the world a better place. **Piece 5 –** I can describe some ways in which I can work with other people to help make the world a better place. **Piece 6 –** I know what some people in my class like or admire about me and can accept their praise.

Say how individuals influence a group. Contribute to a group. **Piece 6 –** I understand how democracy and having a voice benefits the school community. Mental Well-being Know what democracy is and how individual's voice is important.					

Objectives in CLF curriculum not covered by Jigsaw pieces:

Year 6

Sex Education

- Understand human growth stages – Puberty, Glands and hormones (Endocrine System), growth spurt, hair growth, breasts, voice change. (Science curriculum)
- The reproductive system – females – ovaries, fallopian tubes, uterus, vagina, menstruation. Males – testes, scrotum, penis, urethra, semen. (Science Curriculum)
- Sexual reproduction – intercourse, fertilisation, zygote, implantation of zygote in the uterus, pregnancy, embryo, foetus, newborn. (Science Curriculum)
- **All added to RSHE lessons during Changing Me puzzle pieces.**

Physical Education

- Know how to make a clear and efficient call to emergency services. (Year 6 trip to Life Skills)
- Know of basic first aid (Year 6 trip to Life Skills)

Online Safety

- Say how social media shapes our views. (Project Evolve Managing Online Information)
- Know how debt can be created by online use. (Schools to arrange a visit by a bank)
- **Online safety objectives covered in terms when we have a 7-week term and every term there is an online safety in the last week.**