Lister Primary School

Jigsaw Unit Progression

Term 1	Year One	Year Two
	Being Me In My World Understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.	
Term 1.1	• Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter	• Hopes and fears for the year. Rights and responsibilities. • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings
	Celebrating Difference Anti-bullying (cyber bullying included) and understanding	
Term 1.2	• Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone	• Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends
	Cross curricular NC coverage in Term 1 see specific subjects for KUS breakdown	
	PE; Games Yoga Bears Multi Skills with LSC Friday 20mins Science; Animals including Humans - Identify, name, draw the basic parts of the human body & say which part of the body is associated with each sense. How to care for animals (non statutory) Computing T1.1 We are collectors – finding images on web & sorting into different animal groups T1.2 We are celebrating – creating a card digitally	PE; Games with Coach Yinka , Yoga Bears, Multi-skills with LSC Friday 20 mins Science; Animals including Humans - Basic needs of animals. Importance of exercise, varied diet & hygiene. DT; Food and nutrition - Design & make, evaluate a healthy sandwich Computing T1.1 We are Detectives – emails & safety T1.2 We are photographers – taking and digitally enhancing photographs

Term 2	Year One	Year Two
	Dreams and Goals Goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.	
Term 2.1	• Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success	• Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success
	Healthy Me Use of medicines, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise	
Term 2.2	• Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness	• Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food
	Cross curricular in Term 2 see specific subjects for KUS breakdown	
	PE Gymnastics with coach Dance Multi-skills with LSC Friday 20 mins Geography -Fieldwork study of local area including environmental issues Computing T2.1 We are treasure hunters – programming toys T2.2 We are Storytellers – producing a talking book	PE Gymnastics Swimming Dance Multi- skills with LSC Friday 20 mins Science; Living things & their habitats - How habitat provide for basic needs of animals Geography; Human & physical - Location of cold areas of the world (environmental effects)
		Computing T2.1 We are researchers – developing research skills via internet T2.2 We are astronauts – using algorithms to program & to predict behaviour of programs.

Term 3	Year One	Year Two
	Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss	
Term 3.1	• Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships	• Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships
	Changing Me Relationships Education in the context of coping positively with change	
Term 3.2	• Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between gender • Linking growing and learning • Coping with change • Transition	• Life cycles in nature • Growing from young to old • Increasing independence • Differences in gender bodies • Assertiveness • Preparing for transition
	Cross curricular Term 3 see specific subjects for KUS breakdown	
	PE Athletics Dance Yoga Bears Multi-skills with LSC Friday 20mins DT Design & make a fruit kebab	PE Athletics Swimming Dance Yoga Bears Multi-skills with LSC Friday 20mins Science; Animals including Humans
	Science Planting - Observe the growth of vegetables planted (not statutory) Understand where food comes from & learn about the basic principles of healthy eating. Computing T3.1 We are TV chefs – filming the steps of a recipe	Animals have offspring which grow into adults. Computing T3.2 We are painters – illustrating an E-book

Term 1	*Key R; Relationships H;Health & Well Being L; Living in the wider world	Whole school focused day(s)
Health Week (2yr rolling programme of either balanced diet or exercise focus)	Stranger danger & Safe people who can help R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R32 where to get advice e.g. family, school and/or other sources. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H9 where and how to seek support… H32 how to make a clear and efficient call to emergency services if necessary Exercise – introducing the daily mile – H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise H1 that mental wellbeing is a normal part of daily life, in the same way as physical health H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness Balanced diet H22 what constitutes a healthy diet H23 the principles of planning and preparing a range of healthy meals H24 characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) What makes a healthy person (holistic)	

	H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Positive relationships in our local community e.g. Police, Dentist, Nurse, Doctor H25 the facts about medicine…household products including medicines can be harmful in not used properly. H28 the importance of sufficient good quality sleep for good health ….lack of sleep hinders the ability to learn Hygiene H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Pants	H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard. R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R32 where to get advice e.g. family, school and/or other sources. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
Antibullying, friendship week	R7 how important friendships are in making us feel happy and secure, and how people choose and make friends R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R9 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or exclude R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R32 where to get advice e.g. family, school and/or other sources.

	H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
Term 2	<u>Whole school focused day(s</u>

E-safety day	R23 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them R24 how information and data is shared and used online R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R32 where to get advice e.g. family, school and/or other sources. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate H11 that for most people the internet is an integral part of life and has many benefits H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private H14 … some computer games and online gaming, for example, are age restricted H17 where and how to report concerns and get support with issues online
Relationships Day	R1 that families are important for children growing up because they can give love, security and stability R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R32 where to get advice e.g. family, school and/or other sources. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
Smile month dental hygiene	Hygiene H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
Economic	That money comes from different sources and can be used for different purpose including the concepts of spending and saving week About the role money plays in their lives including how to keeps safe, choices about spending or saving money and what influences those choices.
Term 3	Whole school focused day(s)
Environme	H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,

ntal Week including energy)	What improves and harms their local, natural and build environments and develop strategies and skills need to care for these (including conserving
UNICEF	That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
Transition	About change…and the associated feelings them…who to go to if they are worried To identify their special people Rules for keeping physically and emotionally safe To communicate their feelings to others… About people who look after Time

Continuous throughout the year

E safety	Pants	Hygiene, includin & Dental hygiene	Physical Activity e.g. Clubs health Daily se	School policies Democra r, safety Roar mile	Out of Hours (charity (saving g Enterpri	Competitions Eg rewards Three	School Council Sunbeam Core Area's	Helping Others g Mental be	Lifesavers haviou Includin	Environmental cy work energy efficiency	Enrichment) scheme)	Assemblies & recycling, s	Initiatives Mindfulness
		Health & Well Being						Relationships				Living in the Wider World	

Healthy lifestyles & physical well being	Family and close positive relationships	Shared responsibilities
H1. about what keeping healthy means; different ways to keep healthy	R1. about the roles different people play in our lives R2. to identify the people who love and care for them and	L1. about what rules are, why they are needed, and why

H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5 simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy	what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment
Mental Health H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy	Communities L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better		
Ourselves growing & changing H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body H26. about growing, changing from young to old, how people's needs change H27. about preparing to move to a new class/year group	Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	Media literacy & digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true
Keeping Safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Safe relationships R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make	Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this

H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	
Drugs and alcohol H37. about things that people can put into their body or on their skin; how these can affect how people feel	Respecting self and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs

Term & Jigsaw Unit	T1.1 Being Me in my World	T1.2 Celebrating Difference	T2.1 Dreams & Goals	T2.2 Healthy Me	T3.1 Relationships	T3.2 Changing Me
Coverage of PSHE PoS (see above)	H24 H28 H33 R17 R21-25 L1-6 L12 L14	H19 H33 H34 R3-13 R19 R21-25 L1 L2 L4-6 L12 L14	H17 H19 H24 H29 R23 – R25 L1 L6 L10-11 L13-15 L17	H1-9 H17 H28-29 H30-33 H35-37 R5 R15 R19-20 R23-25 L1-3 L6-9 L14	H17 H19-20 H24 H29 R1-7 R9-10 R1625 L1 L2 L6 L14 L16	H19 H20 H24 H26-27 R5 R13 R20 R23-25 L2 L5 L6 L14

Below outlines what children should know by the end of primary.
I have included a key of coverage to show the depth and breadth of the curriculum coverage.

Relationships Education

Families and people who care for me

- R1 that families are important for children growing up because they can give love, security and stability
- R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other

Physical Health and mental well being

Mental wellbeing

family members, the importance of spending time together and sharing each other's lives

- R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should

respect those differences and know that other children's families are also characterised by love and care • R4 hat stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • R5 (KS2) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right

	support is made available, especially if accessed early enough
Caring friendships	Internet safety and harms

☐ R7 how important friendships are in making us feel happy and secure, and how people choose and make friends ☐ R8 the characteristics of friendships, including mut al respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficul ies ☐ R9 that healthy friendships are positive and welco ning towards others, and do not make others feel lonely or excluded ☐ R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired o r even strengthened, and that resorting to violence is never right ☐ R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomf rtable, managing conflict, how to manage these situations and how to seek h elp or advice from others, if needed	☐ H11 that for most people the internet is an integral part of life and has many benefits ☐ H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ☐ H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ☐ H14 why social media, some computer games and online gaming, for example, are age restricted ☐ H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ☐ H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ☐ H17 where and how to report concerns and get support with issues online
Respectful relationships	**Physical health and fitness**
☐ R12 the importance of respecting others, even whe n they are very different from them (for example, physically, in character, p rsonality or backgrounds), or make different choices or have different preferen ces or beliefs ☐ R13 practical steps they can take in a range of diff erent contexts to improve or support respectful relationships ☐ R14 the conventions of courtesy and manners ☐ R15 the importance of self-respect and how this lin ks to their own happiness ☐ R16that in school and in wider society they can ex pect to be treated with	☐ H18 the characteristics and mental and physical benefits of an active lifestyle ☐ H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise ☐ H20 the risks associated with an inactive lifestyle (including obesity) ☐ H21 how and when to seek support including which adults to speak

respect by others, and that in turn they should s ow due respect to others, including those in positions of authority ☐ R17 about different types of bullying (including c yberbullying), the impact of bullying, responsibilities of bystanders (primarily eporting bullying to an adult) r and how to get help n be unfair, negative or ving ☐ R18 what a stereotype is, and how stereotypes c n relationships with destructive ☐ R19 the importance of permission-seeking and gi friends, peers and adults	to in school if they are worried about their health
Online Relationships	**Healthy eating**
☐ R20 that people sometimes behave differently onl ine, including by pretending to be someone they are not ☐ R21 that the same principles apply to online rela ionships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous ☐ R22 how to critically consider their online friends ips and sources of information including awareness of the risks asso iated with people they have never met ☐ R23 the rules and principles for keeping safe onli ne, how to recognise risks, harmful content and contact, and how to report hem ☐ R24 how information and data is shared and use d online	☐ H22 what constitutes a healthy diet (including understanding calories and other nutritional content) ☐ H23 the principles of planning and preparing a range of healthy meals ☐ H24 characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Being Safe	**Drugs, alcohol and tobacco**
☐ R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). tions of it for both children ☐ R26 about the concept of privacy and the implic	☐ H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
	Health and prevention

☐ and adults; including that it is not always right to keep secrets if they relate to being safe. ☐ R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☐ R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ☐ R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • ☐ R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard. ☐ R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R32 where to get advice e.g. family, school and/or other sources.	☐ H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body ☐ H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer ☐ H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn ☐ H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist ☐ H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing H31 the facts and science relating to allergies, immunisation and vaccination ☐ **Basic first aid** ☐ H32 how to make a clear and efficient call to emergency services if necessary ☐ H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries **Changing adolescent body** ☐ H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes ☐ H35 about menstrual wellbeing including the key facts about the menstrual cycle

Relationships Education	Physical Health and Well Being
Y1 Being Me Y2	
7,8,9,12,13,14,16,17	12,13,14,15,16,19,25,29,30,32
Y1 Celebrating Differences Y2	
7,8,9,10,11,12,13,16,25,29,30,31,32	7,8,9,10,11,12,13,14,16,17,18,19,29,21,22,225,29,31,32
Y1 Dreams and Goals Y2	
12,16	12,13,14,15,16,19
Y1 Healthy Me Y2	
	32
Y1 Relationships Y2	
1,2,3,4,7,9,10,11,12,13,15,16,19,25,27,28,30,32	1,2,3,4,5,6,7,8,9,11,12,16,20,22,25,26,27,28,29,30,31,32
Y1 Changing Me Y2	
1,2,3,4,6,14,15,16,19,25,26,27,29.32	15,19, 25,26,27,,29,30,31,32