

## Curriculum Overview

	Aspect of Area of Learning / Development	Autumn Activities and Outcomes	Spring Activities and Outcomes	Summer Activities and Outcomes
EYFS	<p><b>Please see attached</b></p> <p><b>Jigsaw 3-11 Progression Map</b></p> <p><b>Jigsaw has adapted their plans to be in line with 2021 Statutory changes</b></p> <p><b>More detail of how each of the aspects of the three PSED Early Learning Goals</b></p> <p><b>(See document 'How does the Jigsaw 3-11 meet Personal, Social and Emotional Development.'</b></p>	<p>Term 1</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle, rights and responsibilities</p> <p>Term 2</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Term 3</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Term 4</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Term 5</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Term 6</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
	<p><b>Values</b></p> <p>What core values are promoted?</p>	<p>Values</p> <p>Respect</p> <p>Friendship</p>	<p>Values</p> <p>Respect</p> <p>Perseverance</p>	<p>Values</p> <p>Respect</p> <p>Friendship</p> <p>Compassion</p>

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached:</b> <b>Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>Term 2 Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Outcomes of key knowledge and understanding</p>	<p>Term 3 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 Assessment Working at</p> <p>Term 4 Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Term 5 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</p> <p>Term 6 Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and wellbeing</b> Mental Health <b>Relationships</b> Families and close positive relationships Friendships Managing hurtful behaviour and bullying</p>	<p><b>Health and wellbeing</b> Physical wellbeing Mental wellbeing Ourselves: Growing and changing Keeping safe <b>Relationship</b> Safe relationship</p>	<p><b>Health and wellbeing</b> Physical wellbeing Mental wellbeing Ourselves: Growing and changing Keeping safe <b>Relationship</b> Safe relationship</p>

		Respecting self and others <b>Living in the wider community</b> Shared responsibility Communities	<b>Living in the wider community</b> Shared responsibility Communities	Respecting self and others <b>Living in the wider community</b> Shared responsibility Communities
	<b>Values</b> What core values are promoted?	School Value: Respect Creativity	School Value: Friendship Perseverance	School Value: Friendship Compassion

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 2</b>	<b>Key Question</b>			
	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached</b> <b>Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>Term 2 Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Term 3 Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Term 4 Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food</p>	<p>Term 5 Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>Term 6 Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and Wellbeing</b> Mental health</p> <p><b>Relationships</b> Friendship Managing hurtful behaviour and bullying Sae relationships Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing</p> <p><b>Relationships</b> Families and close positive relationships Friendship</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing</p> <p><b>Relationships</b> Families and close positive relationships Friendship</p> <p>Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p>

		Media Literacy and digital resilience		<b>Living in the wider world</b> Shared responsibility Communities
	<b>Values</b> What core values are promoted?  Please see attached sheet: Grids SMSC and Emotional Literacy These grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.	School Value: Respect Creativity	School Value: Friendship Perseverance	School Value: Friendship Compassion

		Autumn	Spring	Summer
Year 3	<b>Key Question</b>			
	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached</b> <b>Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Term 2 Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Term 3 Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>Term 4 Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Term 5 Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>Term 6 How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and Wellbeing</b> Mental health</p> <p><b>Relationships</b> Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing Drug alcohol and tobacco</p> <p><b>Relationships</b> Families and close positive relationships Friendship</p> <p>Respecting self and others</p> <p><b>Living in the wider world</b></p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing</p> <p><b>Relationships</b> Families and close positive relationships Friendship Managing hurtful behaviour and bullying</p> <p>Safe relationships</p>

		Communities	Shared responsibility Communities Media literacy and digital resilience	Respecting self and others <b>Living in the wider world</b> Shared responsibility Community
	<p><b>Values</b> What core values and British values are promoted? Please see attached sheet: Grids SMSC and Emotional Literacy These grids give a quick visual reference and summary of where these opportunities sit within Jigsaw</p>	School Value: Respect Creativity	School Value: Friendship Perseverance	School Value: Friendship Compassion

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4</b>	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Term 2 Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Term 3 Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Term 4 Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer- pressure Celebrating inner strength</p>	<p>Term 5 Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Term 6 Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and Wellbeing</b> Mental health <b>Relationships</b> Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others <b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing Drug alcohol and tobacco <b>Relationships</b> Families and close positive relationships Friendship Respecting self and others <b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing <b>Relationships</b> Families and close positive relationships Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others <b>Living in the wider world</b></p>

			Media literacy and digital resilience Economic and well- being: aspirations work and career	Shared responsibility Community
	<p><b>Values</b> What core values and British values are promoted?</p> <p>Please see attached sheet: Grids SMSC and Emotional Literacy These grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.</p>	School Value: Respect Creativity	School Value: Friendship Perseverance	School Value: Friendship Compassion

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached</b> <b>Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p>Term 2 Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting cultural differences</p>	<p>Term 3 Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Term 4 Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Term 5 Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>Term 6 Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and Wellbeing</b> Mental health</p> <p><b>Relationships</b> Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing Drug alcohol and tobacco</p> <p><b>Relationships</b> Families and close positive relationships Friendship Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing</p> <p><b>Relationships</b> Families and close positive relationships Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p> <p><b>Living in the wider world</b></p>

			Media literacy and digital resilience Economic and well being: aspirations work and career	Shared responsibility Community
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		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 6</b>	<p><b>Context</b> What will the children learn? (outcomes of key knowledge and understanding)</p> <p><b>Please see attached</b> <b>Jigsaw 3-11 Progression Map</b></p>	<p>Term 1 Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>Term 2 Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Term 3 Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>Term 4 Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p>Term 5 Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>Term 6 Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
	<b>National Curriculum Coverage</b>	<p><b>Health and Wellbeing</b> Mental health</p> <p><b>Relationships</b> Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing Drug alcohol and tobacco</p> <p><b>Relationships</b> Families and close positive relationships Friendship Respecting self and others</p> <p><b>Living in the wider world</b> Shared responsibility Communities</p>	<p><b>Health and Wellbeing</b> Mental health Physical wellbeing</p> <p><b>Relationships</b> Families and close positive relationships Friendship Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p> <p><b>Living in the wider world</b></p>

			Media literacy and digital resilience Economic and well-being: aspirations work and career	Shared responsibility Community
	<p><b>Values</b> What core values and British values are promoted?</p> <p>Please see attached sheet: Grids SMSC and Emotional Literacy These grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.</p>	School Value: Respect Creativity	School Value: Friendship Perseverance	School Value: Friendship Compassion