



Progression in PSHE

EYFS – PSHE: ELGs identified below.

In early years, our PSHE curriculum is taught through JIGSAW and the progression has been mapped and can be found [here](#).

The curriculum forms part of several Early Learning Goals (ELGs) and are therefore assessed within each identified area of the Early years Curriculum.

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| <p>Being me in my world: <u>PSED – ELG: SELF-REGULATION</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>ELG: MANAGING SELF</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>PSED – ELG: BUILDING RELATIONSHIPS</u> Work and play co-operatively and take turns with others. Show sensitivity to their own and to others’ needs.</p> | <p>Healthy me: <u>PSED – ELG: SELF-REGULATION</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>PSED- ELG: MANAGING SELF</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
| <p>Celebrating differences: <u>PSED – ELG: SELF-REGULATION</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>PSED – ELG: BUILDING RELATIONSHIPS</u> Show sensitivity to their own and to others’ needs.</p> | <p>Relationships: <u>PSED – ELG SELF-REGULATION</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>PSED – ELG: BUILDING RELATIONSHIPS</u> Form positive attachments to adults and friendships with peers.</p> |
| <p>Dreams and goals: <u>PSED- ELG: SELF-REGULATION</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | <p>Changing me: <u>PSED –ELG: SELF-REGULATION</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> |

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| <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>PSED - ELG: MANAGING SELF</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>PSED – ELG: BUILDING RELATIONSHIPS</u></p> <p>Work and play co-operatively and take turns with others.</p> | <p><u>PSED – ELG: BUILDING RELATIONSHIPS</u></p> <p>Show sensitivity to their own and to others’ needs.</p> | | | | | |
| <p>Key Vocabulary</p> | <p>Being me in my world - kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns.</p> <p>Celebrating difference - different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family</p> <p>Dreams and goals - dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage</p> <p>Healthy me - healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare</p> <p>Relationships - family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing</p> <p>Changing me - eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories</p> | | | | | |
| <p>Focus</p> | <p>Autumn 1</p> | <p>Autumn 2</p> | <p>Spring 1</p> | <p>Spring 2</p> | <p>Summer 1</p> | <p>Summer 2</p> |
| | <p>Being me in my world In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognizing and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights,</p> | <p>Celebrating differences In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are</p> | <p>Dreams and goals In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving</p> | <p>Healthy me In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and</p> | <p>Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw’s Calm Me and how they can</p> | <p>Changing me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings,</p> |

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| | especially linked to the right to learn and the right to play. The children learn what it means to be responsible. | asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | goals and the feelings linked to this. | what they should do if approached by someone they don't know. | use this when feeling upset or angry. | and that sharing these can help. They also consider the role that memories can have in managing change. |
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Key Stage One

In Key Stage 1, our PSHE curriculum is taught through JIGSAW and the progression has been mapped and can be found [here](#).

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| NB - Our knowledge is identified for each area above on our Knowledge Organisers | Year 1 | Year 2 |
| | <p>We study Being me in my world – In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p>Celebrating differences – In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p> <p>Dreams and goals –</p> | <p>We study Being me in my world – In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p> <p>Celebrating differences – In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p> <p>Dreams and goals – In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a</p> |

In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

Healthy me -

In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.

Relationships –

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

Changing me –

Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.

Healthy me –

In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.

Relationships –

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

Changing me –

In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

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| <p>Being me in my world</p> | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I can understand my own rights and responsibilities with my classroom • I can understand that my choices have consequences • I can understand that their views are important • I can understand the rights and responsibilities of a member of a class <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can understand that I am safe in my class • I can identify helpful behaviours to make the class a safe place • I can understand that I have choices • I can understand that I am special • I can identify what it's like to feel proud of an achievement • I can recognise feelings associated with positive and negative consequences | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I can understand the rights and responsibilities of class members • I know about rewards and consequences and that these stem from choices • I know that it is important to listen to other people • I can understand that my own views are valuable • I know that positive choices impact positively on self-learning and the learning of others • I can identifying hopes and fears for the year ahead <p>Social and emotional:</p> <ul style="list-style-type: none"> • I know how to make my class a safe and fair place • I can show good listening skills • I can work co-operatively • I can recognise my own feelings and know when and where to get help • I can recognise the feeling of being worried |
| <p>Celebrating differences</p> | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know what bullying means • I know who to tell if I or someone else is being bullied or is feeling unhappy • I know that people are unique and that it is OK to be different • I know skills to make friendships • I know that people have differences and similarities <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can identify what is bullying and what isn't • I can understand how being bullied might feel • I can recognise ways in which I am the same as my friends and ways I am different • I know ways to help a person who is being bullied | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know the difference between a one-off incident and bullying • I know that sometimes people get bullied because of difference • I know that friends can be different and still be friends • I know there are stereotypes about boys and girls • I know where to get help if being bullied • I know that it is OK not to conform to gender stereotypes • I know it is good to be yourself • I know the difference between right and wrong and the role that choice has to play in this <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can explain how being bullied can make someone feel • I know how to stand up for myself when I need to • I can understand that everyone's differences make them special and unique • I can understand that boys and girls can be similar in lots of ways and that is OK |

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| | <ul style="list-style-type: none"> • I can identify emotions associated with making a new friend • I can verbalise some of the attributes that make me unique and special | <ul style="list-style-type: none"> • I can understand that boys and girls can be different in lots of ways and that is OK • I can choose to be kind to someone who is being bullied • I can recognise that I shouldn't judge people because they are different |
| Dreams and goals | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know how to set simple goals • I know how to achieve a goal • I know how to identify obstacles which make achieving my goals difficult and work out how to overcome them • I know when a goal has been achieved • I know how to work well with a partner • I know that tackling a challenge can stretch my learning <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can recognise things that I do well • I can explain how I learn best • I can recognise my own feelings when faced with a challenge/obstacle • I can recognise how I feel when I overcome a challenge/obstacle • I can celebrate an achievement with a friend • I can store feelings of success so that it can be used in the future | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know how to choose a realistic goal and think about how to achieve it • I know that it is important to persevere • I know how to recognise what working together well looks like • I know what good group-working looks like • I know how to share success with other people <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can recognise how working with others can be helpful • I can work effectively with a partner • I am able to choose a partner with whom I work well • I am able to work as part of a group • I am able to describe my own achievements and the feelings linked to this • I can recognise my own strengths as a learner • I can recognise how it feels to be part of a group that succeeds and store this feeling |
| Healthy me | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know the difference between being healthy and unhealthy • I know some ways to keep healthy • I know how to make healthy lifestyle choices • I know that all household products, including medicines, can be harmful if not used properly • I know that medicines can help me if I feel poorly • I know how to keep safe when crossing the road • I know how to keep myself clean and healthy • I know that germs cause disease/illness | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know what my body needs to stay healthy • I know what relaxed means • I know why healthy snacks are good for my body • I know which foods given my body energy • I know that it is important to use medicines safely • I know what makes me feel relaxed/stressed • I know how medicines work in my body • I know how to make some healthy snacks |

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| | <ul style="list-style-type: none"> • I know about people who can keep them safe <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can keep myself safe • I can recognise how being healthy helps me to feel happy • I can recognise ways to look after myself if I feel poorly • I can recognise when I feel frightened and know how to ask for help • I can feel good about myself when I make healthy choices • I can realise that I am special | <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can feel positive about caring for my body and keeping it healthy • I can have a healthy relationship with food • I can desire to make healthy lifestyle choices • I can identify when a feeling is weak and when a feeling is strong • I can express how it feels to share healthy food with my friends |
| <p>Relationships</p> | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know that everyone’s family is different • I know that families are founded on belonging, love and care • I know that physical contact can be used as a greeting • I know how to make a friend • I know who to ask for help in the school community • I know that there are lots of different types of families • I know the characteristics of healthy and safe friends • I know about the different people in the school community and how I help <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can express how it feels to be part of a family and to care for family members • I can say what being a good friend means • I can identify forms of physical contact I prefer • I can say no when I receive a touch I don’t like • I can show skills of friendship • I can praise myself and others • I can recognise some of my personal qualities • I can say why I appreciate a special relationship | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know that there are lots of forms of physical contact within a family • I know how to stay stop if someone is hurting me • I know there are good secrets and worry secrets and why it is important to share worry secrets • I know what trust is • I know that everyone’s family is different • I know that families function well when there is trust, respect, care, love and co-operation • I know some reasons why friends have conflicts • I know that friendships have ups and downs and sometimes change with time • I know how to use the Mending Friendships or Solve it together problem-solving methods <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can identify the different roles and responsibilities in my family • I can recognise the value that families can bring • I can recognise and talk about the types of physical contact that is acceptable or unacceptable • I can identify the negative feelings associated with keeping a worry secret • I can identify who I trust in my own relationships • I can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict |

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| | | <ul style="list-style-type: none"> • I can identify the feelings associated with trust • I can give and receive compliments • I can say who I would go to for help if I were worried or scared |
| <p>Changing me</p> | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know the names of male and female private body parts • I know that there are correct names for private body parts and nicknames, and when to use them • I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • I know who to ask for help if I am worried or frightened • I know that animals including humans have a life cycle • I know that changes happen when we grow up • I know that people grow up at different rates and that is normal • I know that learning brings about change <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can understand and accept that change is a natural part of getting older • I can suggest ways to manage change, e.g. moving to a new class • I can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • I can express why I enjoy learning | <p>Taught knowledge:</p> <ul style="list-style-type: none"> • I know the physical differences between male and female bodies • I know that private body parts are special and that no one has the right to hurt these • I know who to ask for help if I am worried or frightened • I know there are different types of touch and that some are acceptable and some are unacceptable • I know the correct names for private body parts • I know that life cycles exist in nature • I know that aging is a natural process including old age • I know that some changes are out of an individual's control • I know how my body has changed from when I was a baby and that I will continue to change as I age <p>Social and emotional:</p> <ul style="list-style-type: none"> • I can say who I would go to for help if worried or scared • I can say what types of touch I find comfortable/uncomfortable • I can confidently ask someone to stop if they are being hurt or frightened • I can appreciate that changes will happen and that some can be controlled and others not • I am able to express how I feel about changes • I can show appreciation for people who are older • I can recognise the independence and responsibilities I have now compared to being a baby or toddler • I can say what greater responsibilities and freedoms I may have in the future • I can say what I am looking forward to in the next year |

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| <p>Vocabulary</p> | <p>Being me in my world - Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p> <p>Celebrating difference - Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p> <p>Dreams and goals - Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p> <p>Healthy me - Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p> <p>Relationships – Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p> <p>Changing me - Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p> | <p>Being me in my world - Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p> <p>Celebrating difference - Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p> <p>Dreams and goals - Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p> <p>Healthy me - Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p> <p>Relationships – Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p> <p>Changing me - Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p> |
| <p>Gateway Milestones To access the next stage in their learning children should achieve these gateway milestones</p> | <ul style="list-style-type: none"> • Children recognise if they feel unsure, uncomfortable or hurt and know who to tell. • Children know how to communicate their ideas and feelings. • Children know about acceptable touch and are able judge what kind of physical contact is acceptable. • Children know about and respect similarities and differences between people. • Children know who helps us in the community. • Children know about good and not so good feelings. • Children recognise and celebrate their strengths. • Children know how to communication feelings to others. | <ul style="list-style-type: none"> • Children know the names for main parts of the body. • Children know about and can explain what is meant by ‘keeping something private’ and identify when people might want (or need) to keep something private • Children know how to keep themselves safe in a variety of contexts. • Children know how to resist teasing and bullying. • Children know that there are lots of different people in society • Children share their opinion on things that matter to them and explain their views • Children know what improves and harms their local, natural and built environments. |