

PSHE Progression of Skills

Linked to Jigsaw PSHE Scheme of Learning

Jigsaw Puzzle Piece	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	<p>Help other to feel welcome.</p> <p>Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p>	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples of where I or others make my class a safe and happy place.</p>	<p>Explain why my behaviour can impact others in my class.</p> <p>Explain my own and other's choices and say why some choices are better than others</p>	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Say why it is important to have rules and how it helps me and others to learn.</p>	<p>Explain why being listened to and listening to others is important.</p> <p>Explain why being democratic is important and helps others to feel valued.</p>	<p>Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place.</p> <p>Explain how actions of one person can affect another person.</p>	<p>Explain how my choices impact the local community and the wider world.</p> <p>Empathise with other people in the local and wider community and think about how this changes my actions.</p>
Autumn 2: Celebrating Difference	<p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to help other people.</p> <p>Try to solve problems.</p> <p>Use kind words.</p> <p>Give and receive compliments.</p>	<p>Tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>Explain what bullying is and how being bullied might make somebody feel.</p>	<p>Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I am not sure.</p> <p>Explain why it is good to accept myself and others for who we are.</p>	<p>Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
Spring 1: Dreams and Goals	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Confident and positive when I share my success with others.</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p>	<p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me</p>	<p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivates me to make the world a better place.</p>

	Have a positive attitude. Help others to achieve their goals.		Explain how it felt to be part of a group and can identify a range of feelings about group work.)	I can explain how these feelings can be stored in my internal treasure chest and why this is important.		feel.	
Spring 2: Healthy Me	<p>Make healthy choices.</p> <p>Eat a balance diet.</p> <p>Be physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p> <p>Keep calm and deal with tricky situations.</p>	<p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples of when being healthy can help me feel happy.</p>	<p>Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Express how being anxious/ scared and unwell feels.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Explain different roles that food and substances can play in people's lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p>	<p>Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
Summer 1: Relationships	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
Summer 2: Changing Me	<p>Understand that everyone is unique and special.</p> <p>Can express how</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how</p>

	<p>they feel when they are happy. Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them. Look forward to change.</p>	<p>me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>Explain why some changes I might experience might feel better than others.</p>	<p>private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>making a baby when they are older. Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>emotionally is important. I can also summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>it is born. Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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