

Severnbanks Primary School Progression Map

Subject: PSHE (Jigsaw)

Intent: At Severnbanks Primary School it is the intent that through PSHE we will ensure that students acquire the essential educational, cultural and social capital to which they are entitled. We seek to facilitate the personal development of our students as well as provide them with the skills necessary to ensure they are able to adapt well in further educational and social pursuits. Through our chosen scheme, Jigsaw, the whole school works together on the same puzzle piece to encourage discussion and nurture a sense of whole school community.

Autumn	EYFS		Key Stage 1		Key Stage 2		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<u>Jigsaw: Being Me in My World</u> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <u>Jigsaw: Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<u>Jigsaw: Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequence Owning the Learning Charter <u>Jigsaw: Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Jigsaw: Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <u>Jigsaw: Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others	<u>Jigsaw: Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Jigsaw: Celebrating Difference</u> 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	<u>Jigsaw: Being Me in My World</u> 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 <u>Jigsaw: Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<u>Jigsaw: Being Me in My World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Jigsaw: Celebrating Difference</u> Cultural difference and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<u>Jigsaw: Being Me in My World</u> 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 <u>Jigsaw: Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion

			<p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>				<p>Differences as conflict, difference as celebration</p> <p>Empathy</p>
<p>Skills</p> <p>Skill 1: PSHE</p> <p>Skill 2: Social and emotional</p>	<p><u>Jigsaw: Being Me in My World</u></p> <p>I can explain that it means to 'belong'.</p> <p>I can start to recognise and manage my own feelings.</p> <p>I can work with others in school.</p> <p>I can be kind and use gentle hands.</p> <p>I can understand some of my rights and how I have a right to learn and play.</p> <p>I can show that I am becoming responsible.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can identify something I am good at.</p>	<p><u>Jigsaw: Being Me in My World</u></p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can 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>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p><u>Jigsaw: Being Me in My World</u></p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can 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>I can 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><u>Jigsaw: Being Me in My World</u></p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can 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>I can 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><u>Jigsaw: Being Me in My World</u></p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p><u>Jigsaw: Being Me in My World</u></p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can 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</p>	<p><u>Jigsaw: Being Me in My World</u></p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p><u>Jigsaw: Celebrating Difference</u></p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

<p>I can say how differences make us special.</p> <p>I can share some ways that I am the same and different to others.</p> <p>I can explain why my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I can share words to stand up for myself when someone is unkind.</p>					<p>a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	
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Spring	EYFS		Key Stage 1		Key Stage 2		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<u>Jigsaw: Dreams and Goals</u> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals <u>Jigsaw: Healthy Me</u> Exercising bodies Physical activity Healthy food	<u>Jigsaw: Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	<u>Jigsaw: Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success <u>Jigsaw: Healthy Me</u>	<u>Jigsaw: Dreams and Goals</u> 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	<u>Jigsaw: Dreams and Goals</u> Hope and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<u>Jigsaw: Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>Jigsaw: Healthy Me</u> Smoking, including vaping Alcohol	<u>Jigsaw: Dreams and Goals</u> Personal leaning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

	<p>Sleep Keeping clean Safety</p>	<p>Identifying and overcoming obstacles Feelings of success</p> <p><u>Jigsaw: Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Linking health and happiness</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><u>Jigsaw: Healthy Me</u> 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><u>Jigsaw: Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Jigsaw: Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>
<p>Skills</p> <p>Skill 1: PSHE</p> <p>Skill 2: Social and emotional</p>	<p><u>Jigsaw: Dreams and Goals</u> I can tackle challenges if I show perseverance.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage others.</p> <p>I can tell you about links between my learning now and the job I might like to do when I am older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p><u>Jigsaw: Dreams and Goals</u> I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p><u>Jigsaw: Healthy Me</u> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>	<p><u>Jigsaw: Dreams and Goals</u> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p><u>Jigsaw: Healthy Me</u> I can explain why foods and</p>	<p><u>Jigsaw: Dreams and Goals</u> I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p><u>Jigsaw: Healthy Me</u> I can 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><u>Jigsaw: Dreams and Goals</u> I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p> <p><u>Jigsaw: Healthy Me</u> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p><u>Jigsaw: Dreams and Goals</u> I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p><u>Jigsaw: Healthy Me</u> I can explain different roles that food and substances can play in people's lives. 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><u>Jigsaw: Dreams and Goals</u> I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p><u>Jigsaw Healthy Me</u> I can explain when substances including alcohol are being used anti-socially or being misused</p>

	<p><u>Jigsaw: Healthy Me</u> I can say how exercise keeps my body healthy.</p> <p>I can explain how moving and resting are good for my body.</p> <p>I can tell you healthy and not so unhealthy foods, and can make healthy eating choices.</p> <p>I can use ways to help me get to sleep as I know it is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I can tell you what a stranger is and how to stay safe if a stranger approaches me.</p>	I can give examples where being healthy can help me feel happy.	<p>medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	I can express how being anxious/ scared and unwell feels.		I can summarise different ways that I respect and value my body.	<p>and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Knowledge</p>	<p><u>Jigsaw: Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><u>Jigsaw: Changing Me</u> Bodies Respecting my body Growing up Growth and change Fun and fears celebrations</p>	<p><u>Jigsaw: Relationships</u> 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><u>Jigsaw: Changing Me</u> 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>	<p><u>Jigsaw: Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p><u>Jigsaw: Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Difference in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p><u>Jigsaw: Relationships</u> 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><u>Jigsaw: Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p><u>Jigsaw: Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p><u>Jigsaw: Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p><u>Jigsaw: Relationships</u> 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 SMARTT internet safety rules</p> <p><u>Jigsaw: Changing Me</u> Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p><u>Jigsaw: Relationships</u> 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><u>Jigsaw: Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends / girlfriends Sexting Transition</p>
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<p>Skills</p> <p>Skill 1: PSHE</p> <p>Skill 2: Social and emotional</p>	<p><u>Jigsaw: Relationships</u> I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I can make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I can start to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can be a good friend.</p> <p><u>Jigsaw: Changing Me</u> I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I can say how we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>	<p><u>Jigsaw: Relationships</u> I can 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>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p><u>Jigsaw: Changing Me</u> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience</p>	<p><u>Jigsaw: Relationships</u> I can 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>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p><u>Jigsaw: Changing Me</u> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel</p>	<p><u>Jigsaw: Relationships</u> I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p><u>Jigsaw: Changing Me</u> I can explain how boys' and girls' bodies change on the inside/outside 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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p><u>Jigsaw: Relationships</u> I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p><u>Jigsaw: Changing Me</u> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.</p>	<p><u>Jigsaw: Relationships</u> I can compare different types of friendships and the feelings associated with them. 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>I can 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><u>Jigsaw: Changing Me</u> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p>	<p><u>Jigsaw: Relationships</u> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can 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> <p><u>Jigsaw: Changing Me</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the</p>
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	<p>I can share my memories of the best bits of this year in Reception.</p>	<p>might feel better than others.</p>	<p>differently to me.</p>			<p>I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>development and birth of a baby.</p>
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to begin to share their feelings and gain a sense of belonging within their class. They are using kind hands and words as part of becoming more responsible. They can share what makes themselves and others special, yet different. Children are learning to persevere by using positive words, setting goals and understanding how achieving their goals makes them feel proud. They know how healthy food and moving is good for their bodies, as well as hand washing. Children are learning how to become a good family member and friend. They are becoming more aware of themselves both physically and in terms of their feelings.</p>	<p>Children in Year 1 can explain what makes themselves and their class safe and happy. They can share some similarities and differences with other. They understand what bullying is and how it makes somebody feel. Children can celebrate their successes, internalising them for a feeling of pride. They can explain what is amazing about their body and how being healthy can help them to be happy. They know the qualities of a special relationship and demonstrate positive behaviours themselves. Children can compare themselves now to when they were babies.</p>	<p>Children in Year 2 can explain what makes themselves and other in their class feel happy and safe. They can explain how behaviour can impact others and look at the choices they, and others, make. Children understand the role of individuals within a group to make a successful team. They can make safe and healthy choices in regards to medicine and food. They can share what makes them feel uncomfortable in a relationship as well as what makes them feel safe and special. Children can use the correct names for their penis, vagina etc. and why they are 'private', as well as share what they do and don't like about being a boy or girl.</p>	<p>Children in Year 3 will be able to explain how behaviours make them feel and why rules are important. They understand conflicts that can happen between family and friends and how this makes them feel, yet come up with strategies to help resolve the situation. They know the ways that help them learn and demonstrate confidence and positivity when sharing their successes with others. Children know how to keep themselves safe and the importance of expressing themselves when they are anxious or scared. They can explain the changes that will happen to the inside and</p>	<p>Children in Year 4 understand how listening, being listened to and democracy are an important part of the school community. They understand the concepts of first impressions and accepting themselves and others. They know that bullying can be hard to spot but are learning how to deal seek help with this. Children can plan and set goals, working hard to show resilience and a positive attitude to struggle. They can recognise peer pressure and feelings of anxiety, using ways to resist them. They recognise feelings of loss and how to manage these emotions. They understand how bodies change to</p>	<p>Children in Year 5 will understand their rights and responsibilities in their school and wider community. They can describe difference in relation to bullying, racism and discrimination, and explore strategies and emotions in relation to these. Children will explore their hopes and dreams for the future and begin to set goals for themselves. They are aware of body image and the impact substance misuse and a poor relationship with food can have on their bodies, learning how to learn their bodies and foster a positive body image. They know how to manage the pressures and feelings which can develop from the use of technology. Children know about</p>	<p>Children in Year 6 will be able to show an awareness of their role within their immediate and wider community, understanding that their choices have impact and know to show empathy, as well as thinking of how they can make the world a better place They can identify situations where difference can lead to celebration or conflict. They show a developed understanding of healthy and unhealthy relationships with drugs, alcohol, family, friends, the media, their bodies and their mental health; they have strategies how to manage these situations.</p>

outside of their bodies and express how this makes them feel.

prepare for babies as they get older.

the changes that will take place to their bodies during puberty and are able to look after their physical and emotional health.