



## Progression Map: PSHE



Jigsaw	Year 3	Year 4	Year 5	Year 6
<b>Being me in my world</b>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Begins to understand how others feel valued.</li> <li>-Be able to work collaboratively.</li> <li>-Recognise feelings of happiness, sadness, worry and fear in themselves and others.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can make others feel valued and included.</li> <li>-Be able to take on a role in a group discussion/task and contribute to the overall outcome.</li> <li>-Know how to regulate my emotions.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Have empathy for people whose lives are different from their own.</li> <li>-Be able to work as part of a group, listening and contributing effectively.</li> <li>-Consider their own actions and the effect they have on themselves and others.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate empathy and understanding towards others.</li> <li>-Be able to compare their life with the lives of those less fortunate.</li> <li>-Know how effective group work is.</li> <li>-Can demonstrate attributes of a positive role-model.</li> <li>-Can take positive action to help others.</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that the school has a shared set of values</li> <li>-Know why rules are needed and how these relate to choices and consequences</li> <li>-Know that other's may hold different views</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know their place in the school community</li> <li>-Know what democracy is</li> <li>-Know how individual attitudes and actions make a difference to a class.</li> <li>-Know that having a voice and being democratic benefits the school</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Understand how being democratic and having a voice benefits the school community.</li> <li>-Understands how to contribute towards the democratic process.</li> <li>-Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</li> <li>-Know how an individual's behaviour can affect a group and the consequences of this.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know about the children's universal rights.</li> <li>-Know that personal choices can affect others locally and globally.</li> <li>-Know about the lives of children in other parts of the world.</li> <li>-Understand their own choices result in different consequences and rewards.</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p><b>Vocabulary:</b></p> <p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p><b>Vocabulary:</b></p> <p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	<p><b>Vocabulary:</b></p> <p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>

Jigsaw	Year 3	Year 4	Year 5	Year 6
Celebrating Differences	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Empathise with people who are bullied.</li> <li>-Be able to recognise, accept and give compliments.</li> <li>-Begin to use 'Solve it together' techniques to calm and resolve conflicts with friends and family.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify feelings that a bystander might feel in a bullying situation.</li> <li>-Be non-judgemental about others who are different and to accept people for who they are.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Be able to develop a range of strategies for managing their own feelings in bullying situations.</li> <li>-Identify their own culture and different cultures within their class community.</li> <li>-Develop respect for cultures different from their own.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To use a range of strategies when involved in a bullying situation.</li> <li>-Empathise with people who are different and be aware of my own feelings towards them.</li> <li>-Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</li> <li>-Know that conflict is a normal part of relationships.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know the reasons why witness sometimes join in with bullying and don't tell anyone.</li> <li>-Know there are influences that can affect how we judge a person or situation.</li> <li>-Know that some forms of bullying are harder to identify. E.g. tactical ignoring, cyber-bullying.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that bullying can be direct and indirect.</li> <li>-Know that differences in culture can sometimes be a source of conflict.</li> <li>-Know external forms of support in regard of bullying e.g. Child line.</li> <li>-Know that rumour-spreading is a form of bullying online and offline.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know why some people choose to bully others.</li> <li>-Know that there are different perceptions of 'being normal' and where these might come from.</li> <li>-Know that differences can be a source of celebration as well as conflict.</li> <li>-Know that power can play a part in a bullying conflict or situation.</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment</p>	<p><b>Vocabulary:</b></p> <p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p><b>Vocabulary:</b></p> <p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p><b>Vocabulary:</b></p> <p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>

Jigsaw	Year 3	Year 4	Year 5	Year 6
Dreams and Goals	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can break down a goal into small steps.</li> <li>-Imagine how it will feel when they achieve their dreams and ambitions.</li> <li>-Recognise other peoples achievements in overcoming difficulties</li> <li>-Can manage feelings of frustration linked to facing obstacles.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can identify what resilience is.</li> <li>-Can share their success with others.</li> <li>-Can talk about their hopes and dreams and the feelings associated with these.</li> <li>-Is able to cope with disappointment.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Verbalise what they would like their life to be like when they grow up.</li> <li>-Understand why they are motivated to make positive contributions to support others.</li> <li>-Reflect on the difference between their own learning goals and those of someone form a different culture.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Set success criteria so that they know when they have achieved their goals.</li> <li>-Be able to give praise and compliments to other people when they recognise that person’s achievements.</li> <li>- Empathise with people who are suffering or living in difficult situations.</li> <li>-Understand why it is important to stretch the boundaries of their current learning.</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that they are responsible for their own learning.</li> <li>-Know how to take steps to overcome obstacles.</li> <li>-Know what dreams and ambitions are important to them.</li> <li>-Know about specific people who have overcome difficult challenges to achieve success.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know how to work out the steps they need to take to achieve a goal.</li> <li>-Know how to plan and set new goals even if they have been disappointed.</li> <li>-Know that hopes and dreams don’t always come true.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know the types of job they might like to do when they are older.</li> <li>-Know that they will need money to help them to achieve some of their dreams.</li> <li>-Know that young people from different cultures may have different goals and dreams.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know their own learning strengths.</li> <li>-Know some ways in which they could work with others to make the world a better place.</li> <li>-Know a variety of problems that the world is facing.</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate</p>	<p><b>Vocabulary:</b></p> <p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p><b>Vocabulary:</b></p> <p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p><b>Vocabulary:</b></p> <p>Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>

Jigsaw	Year 3	Year 4	Year 5	Year 6
Healthy Me	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand what it means to make a healthy choice</li> <li>-Know how to take responsibility for keeping myself safe</li> <li>Understand how to respect my body</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify my own feelings about friendships</li> <li>-Understand negative feelings when being peer-pressured</li> <li>-Identify feelings of anxiety and fear around peer-pressure</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify my own feelings on smoking and understand how to resist peer-pressure</li> <li>- Know how to make an informed decision about alcohol</li> <li>- Understand how to be motivated to keep my body healthy</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Understand how to find ways to make myself happy without using drugs</li> <li>- Identify ways to avoid being pressurised</li> <li>- Understand ways to feel emotionally healthy</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the amounts of calories, fat and sugar in my food have an effect on my body</li> <li>-Know how to keep myself safe and who to tell if I am not safe</li> <li>- Know the importance of taking care of my body</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know how friendship groups are formed</li> <li>-Know why some people start smoking/drinking and the effects on our bodies</li> <li>-Know what peer-pressure means</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know the health risks of smoking and the effects on your organs</li> <li>-Know the roles that food can play in people’s lives</li> <li>-Know how eating disorders can occur</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know how to make choices that benefit my health positively</li> <li>-Know smoking/alcohol can cause stress</li> <li>-Know what it means to be emotionally well</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Organ, energy, calories, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advise, harmful, risk, feelings, complex, appreciate, body, choice</p>	<p><b>Vocabulary:</b></p> <p>Friendships, emotions, healthy, relationship groups, values, roles, leader, follower, assertive, agree/disagree, smoking, pressure, peers, guilt, advise, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right/wrong</p>	<p><b>Vocabulary:</b></p> <p>Choices, healthy behaviour, unhealthy behaviour, informed, decision, media, pressure, emergency procedure, recovery position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, pressure,</p>	<p><b>Vocabulary:</b></p> <p>Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, violate substances, legal-highs, exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, managing stress, pressure,</p>

Jigsaw	Year 3	Year 4	Year 5	Year 6
Relationships	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can identify the responsibility they have within their family.</li> <li>-Know how to access help if they are concerned about anything on social media or the internet.</li> <li>-Can empathise with people from other countries who may not have a fair job or are less fortunate.</li> <li>-Can identify their own wants and needs and how these may be different from other children in school and the global community.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can identify people who are special to them and express why.</li> <li>-Can identify feelings and emotions that accompany jealousy.</li> <li>-Can suggest ways to manage relationship changes including how to negotiate.</li> <li>-Can suggest strategies for managing loss.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can suggest strategies for building their own self-esteem and that of others.</li> <li>-Can say how to report unsafe online/social network activity.</li> <li>-Can suggest strategies for managing unhelpful pressures online or in social networks.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise that people can face difficulties with their mental health and that it is nothing to be ashamed of.</li> <li>- Can resist pressure to do something online that might hurt themselves or others.</li> <li>-Can take responsibility for their own safety and well-being.</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that different family members carry out different roles or have different responsibilities within family.</li> <li>-Explain how to build and maintain friendships e.g. taking turns, being a good listener.</li> <li>-Know some strategies for keeping themselves safe online.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that sometimes it is better for a friendship/relationship to end if it is causing negative feeling or is unsafe.</li> <li>-Know some reasons why people feel jealous.</li> <li>-Know that loss is a normal part of a relationship.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that a personality is made up of many different characteristics, qualities and attributes.</li> <li>-Know how to stay safe when using technology to communicate with friends.</li> <li>-Know that there are rights and responsibilities is an online community or social network.</li> <li>-Know that too much screen time isn't healthy.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know some of the dangers of being online.</li> <li>-Know how to use technology safely and positively to communicate with their friends and family.</li> <li>-Know ways that they can take care of their own mental health.</li> <li>-Know the stages of grief and that there are different type of loss that cause people to grieve.</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p><b>Vocabulary:</b></p> <p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p><b>Vocabulary:</b></p> <p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	<p><b>Vocabulary:</b></p> <p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>

Jigsaw	Year 3	Year 4	Year 5	Year 6
Changing Me	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can identify stereotypical family roles and challenge these ideas e.g. may not always be a Mum to do the laundry.</li> <li>-Can express how they feel about babies.</li> <li>-Can identify changes they are looking forward to in the next year.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can appreciate their own uniqueness and that of others.</li> <li>-Have strategies for managing the emotions relating to change.</li> <li>-Can say who they can talk to about puberty if they are worried.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Can celebrate what they like about their own and other's self-image and body image.</li> <li>-Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</li> <li>-Can ask questions about puberty and seek clarification.</li> <li>-Can express how they feel about having children when they are an adult.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Recognise way they can develop their own self-esteem.</li> <li>-Recognise how they feel when they reflect on the development and birth of a baby.</li> <li>-Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to.</li> <li>-Can express how they feel about the changes that will happen to them during puberty.</li> </ul>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that babies need love and care from their parents.</li> <li>-Know some changes that happen between being a baby and a child.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know that change is a normal part of life, that some cannot be controlled and have to be accepted.</li> <li>- Know that in humans, a mother carries the baby in her uterus and this is where the baby develops.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know how the female and male body changes at puberty.</li> <li>-Know the names of the different internal and external body parts that are needed to make a baby.</li> <li>-Know that sexual intercourse can lead to conception.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Know how girls and boys bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>-Know how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>-Know the importance of self-esteem and what they can do to develop it.</li> </ul>
	<p><b>Vocabulary:</b></p> <p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p><b>Vocabulary:</b></p> <p>Personal, Unique, Characteristics, Parents, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p><b>Vocabulary:</b></p> <p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene</p>	<p><b>Vocabulary:</b></p> <p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>