

Jigsaw/ PSHE whole school progression framework

| EYFS - Early Learning Goals (PSED) | | |
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| Self-Regulation | Managing Self | Building Relationships |
| <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. | <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | <ul style="list-style-type: none"> Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. |

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Being Me in My World | <p>Explain why their class is a happy and safe place to learn.</p> <p>Give different examples of how individuals make their class happy and safe.</p> | <p>Explain why their behaviour can impact on other people in my class.</p> <p>Compare own and friends' choices and can express why some choices are better than others.</p> | <p>Explain how their behaviour can affect how others feel and behave.</p> <p>Explain why it is important to have rules and how that helps their class learn.</p> <p>Explain why it is important to feel valued.</p> | <p>Explain why being listened to and listening to others is important at school community.</p> <p>Explain why being democratic is important and can help me and others feel valued.</p> | <p>Know that we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>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>Explain how their choices can have an impact on people in my immediate community and globally.</p> <p>Empathise with others in my community and globally and explain how this can influence the choices I make.</p> |
| Celebrating Difference | <p>Know ways that they are different and similar to other people in the class.</p> <p>Knows how this makes everyone 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.</p> <p>Explain why it is ok to be different from friends.</p> | <p>Describe different conflicts that might happen in family or friendship groups.</p> <p>Know how words can be used in hurtful or kind ways when conflicts happen. I</p> <p>Explain how being involved with a conflict makes them feel and can offer strategies to help the situation</p> | <p>Describe a time when their first impression of someone changed over time.</p> <p>Explain why bullying might be difficult to spot and what to do about it if they are not sure.</p> <p>Explain why it is good to accept themselves and others for who they are.</p> | <p>Explain the differences between direct and indirect types of bullying and offer a range of strategies to help if involved in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind.</p> <p>Express how they feel about discriminatory behaviour.</p> | <p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> |
| Dreams & Goals | <p>Explain how they feel when they are successful and how this can be celebrated positively.</p> <p>Say why their internal treasure chest is an important place to store positive feelings.</p> | <p>Explain how they played their part in a group and the parts other people played to create an end product.</p> <p>Explain how skills, within the group, complimented each other.</p> <p>Explain how it felt to be part of a group and identify a range of feelings about group work.</p> | <p>Explain the different ways that help them learn and what they need to do to improve.</p> <p>Confident and positive when sharing success with others.</p> <p>Explain how these feelings can be stored in their internal treasure chest and why this is important.</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 own 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 them feel.</p> | <p>Analyse and justify choice of activity and how this contributes to making the world a better place.</p> <p>Explain and evidence why they chose an act of kindness/charity based on the experiences and needs of those people affected.</p> |

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| <p>Healthy Me</p> | <p>Explain why they think their body is amazing and can</p> <p>Identify a range of ways to keep it safe and healthy.</p> <p>Give examples where being healthy can help them feel happy.</p> | <p>Explain why foods and medicines are good for their body compare with less healthy/ unsafe choices.</p> <p>Compare choices and express how it feels to make healthy and safe choices.</p> | <p>Identify things, people and places that they need to keep safe from.</p> <p>Know some strategies for keeping 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 them under pressure and explain ways to resist this.</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>Explain how people can develop eating problems (disorders) relating to body image pressures and</p> <p>Explain how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways they respect and value their body.</p> | <p>Explain when substances including alcohol are being used anti-socially or being misused.</p> <p>Explain the impact this can have on an individual and others.</p> <p>Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.</p> |
| <p>Relationships</p> | <p>Explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>Explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that they appreciate and behaviours that they don't like.</p> | <p>Explain why some things might make them feel uncomfortable in a relationship and compare with relationships that make them feel safe and special.</p> <p>Give examples of some different problem-solving techniques.</p> <p>Explain how they might use them in certain situations in relationships.</p> | <p>Explain how their life is influenced positively by people they know and also by people from other countries.</p> <p>Explain why their choices might affect my family, friendships and people around the world who they 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 them manage their feelings when missing a special person or animal.</p> | <p>Compare different types of friendships and the feelings associated with them.</p> <p>Explain how to stay safe when using technology to communicate with friends.</p> <p>Know how to stand up for themselves, negotiate and to resist peer pressure. I can</p> <p>Apply strategies to manage feelings and pressures they may face to use technology in ways that may be risky or cause harm.</p> | <p>Identify when people may be experiencing feelings associated with loss.</p> <p>Recognise when people are trying to gain power or control.</p> <p>Explain the feelings they might experience if they lose somebody special and</p> <p>Know when to stand up for themselves or friends in real or online situations.</p> <p>Offer strategies to help manage these feelings and situations.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Changing Me</p> | <p>Compare how I am now to when I was a baby.</p> <p>Explain some of the changes that will happen to me as I get older.</p> <p>Explain why some changes I might experience might feel better than others.</p> | <p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>Explain why some types of touches feel OK and others don't.</p> <p>Say what they like/don't like about being a boy/girl and getting older.</p> <p>Recognise that other people might feel differently to them.</p> | <p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process.</p> <p>Explain why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how they feel about these changes and suggest some ideas to cope with these feelings.</p> | <p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices they might make in the future and some of the choices that they have no control over.</p> <p>Offer some suggestions about how they might manage their feelings when changes happen.</p> | <p>Explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</p> <p>Express how they feel about the changes that will happen during puberty.</p> <p>Accept these changes might happen at different times to their friends.</p> | <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> |
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