

Progression of Knowledge and Understanding in PSHE – Jigsaw

At St Francis CE Primary School, it is our intent that all pupils will be ‘lifelong learners’ with the confidence and ability to develop their skills and understanding to play a positive and successful role within our society, both as a child and as an adult within the future.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Differences (Including Anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (Including Sex Education)
Additional supporting activities	Cyber bullying computing unit.		Friendship fortnight (Anti-bullying week).			Parental workshop for SRE.
Reception	<p>Help others feel welcome Try to make our school community a better place Think about everybody’s right to learn Care about other people’s feelings Work well with others Choose to follow the learning charter</p>	<p>Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words</p>	<p>Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals</p>	<p>Have made a healthy choice Have eaten a healthy balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy relationships.</p>	<p>Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel hurt and upset Know and show what makes a good relationship.</p>	<p>Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves and other people Know who to ask for help if they are worried about change Are looking forward to change</p>
Year 1	<p>I understand the rights and responsibilities of being a member in my class</p> <p>I know how to make my class a safe place for everybody to learn</p>	<p>I can tell you ways that I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>	<p>I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe.</p> <p>I can recognise how being healthy helps me to feel happy.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private.</p>
Year 2	<p>I understand the rights and responsibilities of being a member in my class and school</p> <p>I can help to make my class a safe and fair space to learn</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can explain some of the ways I work cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can identify some of the things that cause me conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don’t like about being a boy/girl.</p>

Year 3	<p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I value myself and know how to make someone else feel valued and welcome</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I can identify boys' and girls' bodies change on the inside 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 know how to cope with these feelings.</p>
Year 4	<p>I understand how democracy and having a voice benefits the school community</p> <p>I can take on a role in a group and contribute to the overall outcome</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 explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p>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>I can explain different points of view on animal rights issues.</p> <p>I can express my own opinion and feelings on this.</p>	<p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
Year 5	<p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>
Year 6	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</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 either situation.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p>

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition