

PSHE Knowledge and Skills Progression

The Relationship Education , Relationships and Sex Education and Health Education Statutory Guidance says that
'Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.'

The Personal, Social, Health and Economic Education Guidance Feb 2020 says that, 'To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.'

As citizens, we recognise and understand our own and other's needs so we can make informed choices about our wellbeing.

PSHE Intent

At Pye Green, we offer pupils the opportunity to learn how to become healthy, independent and responsible members of society. Pupils are given the chance to explore the way they are developing personally, socially and morally. Our school values are central to all that takes place at Pye Green; they are woven into the topics discussed and explored as pupils relate to the moral, social and cultural issues that are part of growing up. PSHE learning is not restricted to the classroom with valuable discussions taking place at any given opportunity

We aim to give them the knowledge and social skills to take care of themselves and to form positive relationships in our ever-changing society. To do this we cover the key areas as suggested in The Relationship Education, Relationships and Sex Education and Health Education Statutory Guidance .

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These key areas will be taught by using these six themes (Puzzles) as set out in our Jigsaw Scheme which ensures accurate personal and health and social education coverage.

- Being me in my world
- Celebrating Difference

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- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Early Years

At Pye Green, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our curriculum is designed to build upon the strong foundations set down in our Early Years Foundation Stage. Each curriculum subject takes note of its predecessors in the EYFS, building upon and making links with prior learning.

PSHE

PSHE teaching in Early Years will use the main elements of the Jigsaw scheme to ensure suitable progression for Year 1. The same themes will be addressed as throughout school, with the content below being taught to help develop key interpersonal skills and self-awareness from an early age. Teaching is interwoven into continuous provision learning both inside and out so pupils can learn through exploratory play as well as having a short set lesson approach so that Early Learning Goals can be evidenced and met. Circle time opportunities are used to generate discussion and whole class participation.

Being me in my world

Self-identity
Understanding feelings
Being in a classroom
Being gentle
Rights and responsibilities

Celebrating Difference

Identifying talents
Being special
Families
Where we live
Making friends
Standing up for yourself

Dreams and Goals

Challenges
Perseverance
Goal-setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

Healthy Me

Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
Safety

Relationships

Family life
Friendships
Breaking friendships
Falling out
Dealing with bullying
Being a good friend

Changing Me

Bodies
Respecting my body
Growing up
Growth and change
Fun and fears
Celebrations

EYFS PSHE Development Matters.

Personal, Social, Emotional Development: Making Relationships

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Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social, Emotional Development: Self confidence and self awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social, Emotional Development: Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development: Health and self-care:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the world: People and communities

Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the world: The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Understanding the world: Technology

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Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Theme and Key Area:		Y1	Y2
Jigsaw Theme: Being me in my world. Key Area: Families and people who care for me. School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	Pupils can explain why their class is a happy and safe place to learn. Pupils can give different examples where they or others make their class happy and safe.	Pupils can explain why their behaviour can impact on other people in their class. Pupils can compare their own and their friends' choices and can express why some choices are better than others.
	Vocabulary	Safe Special Calm Belonging Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed Illustration	Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning Charter Rewards Problem-solving Choices
	Content covered.	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings

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		Consequences Owning the Learning Charter	
Jigsaw Theme: Celebrating difference Key Area: Caring friendships Respectful relationships School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain some ways that they are different and similar to other people in their class and how this makes them special.</p> <p>Pupils can explain what bullying is and how being bullied might make someone feel.</p>	<p>Pupils 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>Pupils understand how it feels to have a friend and be a friend. They know why it is ok to be different.</p>
	Vocabulary	<p>Similarity/similar Same as</p> <p>Different from Difference Similarity</p> <p>Bullying Bullying behaviour Deliberate On purpose Unfair</p> <p>Included Bully Bullied</p> <p>Celebration Difference Special Unique</p>	<p>Boys Girls Similarities Assumptions Shield Stereotypes</p> <p>Differences Special</p> <p>Bully Purpose Kind Unkind Feelings Sad Lonely Help</p> <p>Stand up for Help</p> <p>Male Female Difference Diversity Fairness Kindness</p> <p>Friends Special Unique Different Similarities Value</p>
	Content covered	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>

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<p>Jigsaw Theme: Dreams and Goals</p> <p>Key Area: Respectful relationships</p> <p>School values:</p> <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain how it feels to be successful and that they know how to celebrate success positively.</p> <p>Pupils will talk about their internal treasure chest and how it stores their positive feelings.</p>	<p>Pupils are able to explain how they play their part in a group and the parts other people have played to create an end product. They explain how their skills complimented each other.</p> <p>Pupils can explain how it feels to be part of a group and can identify a range of feelings about group work.</p>
	Vocabulary	<p>Proud Success Achievement Goal Treasure Coins</p> <p>Goal Learning Stepping stones Process Garden Dreams</p> <p>Working together Team work Achievement Celebrate</p> <p>Learning Stretchy Challenge Feelings</p> <p>Challenge Obstacle Overcome Achieve Goal Stepping stones</p> <p>Success Celebration Internal treasure chest Goals Dreams Garden</p>	<p>Realistic Proud Success Celebrate Achievement Goal</p> <p>Strengths Persevere Challenge Difficult Easy</p> <p>Learning together Success Celebrate Achievement Goal Partner Team work</p> <p>Challenge Product Dream Group Team work Problem-solve</p> <p>Proud</p>
	Content covered	<p>Setting goals Identifying successes and achievements</p> <p>Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation</p> <p>Contributing to and sharing success</p>

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Jigsaw Theme: Healthy Me Key Area: Health Education School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Pupils can give examples of when being healthy can help them to feel happy.</p>	<p>Pupils can explain why foods and medicines can be good for their body and can compare with less healthy choices.</p> <p>Pupils can compare their choices with their friends choices and can express how it feels to make healthy and safe choices.</p>
	Vocabulary	<p>Healthy Unhealthy Balanced Exercise Sleep</p> <p>Choices</p> <p>Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe</p> <p>Medicines Trust</p> <p>Safe Safety Green Cross Code</p>	<p>Healthy choices Lifestyle Motivation</p> <p>Relax Relaxation Tense Calm</p> <p>Healthy Unhealthy Dangerous Medicines Safe Body</p> <p>Balanced diet Portion Proportion</p> <p>Fuel Nutritious</p> <p>Energy</p>
	Content covered	<p>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>

PSHE Knowledge and Skills Progression

Jigsaw Theme: Relationships Key Area: Respectful relationships Online relationships School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>Pupils can give examples of behaviour that they appreciate in other people and behaviours that they don't like.</p>	<p>Pupils can say why some things might make them feel uncomfortable in a relationship and can compare this with relationships that make them feel safe and special.</p> <p>Pupils can give examples of some different problem solving techniques and they can explain how they might use them in their relationships.</p>
	Vocabulary	<p>Family Belong Different Same</p> <p>Greeting Touch Feel Texture Like Dislike</p> <p>Friends Friendship Qualities Caring Sharing Kind</p> <p>Help Helpful Community Feelings</p> <p>Confidence Praise Qualities Skills Self belief Incredible Proud</p> <p>Celebrate Relationships Special Appreciate Feelings</p>	<p>Family Different Similarities Special Relationship Important Cooperate</p> <p>Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable</p> <p>Friends Likes/dislikes Conflict Point of view Positive problem solving</p> <p>Secret Surprise Good secret Worry secret Telling Adult</p> <p>Trust Surprised Happy Sad Frightened Trustworthy Honesty Reliability</p> <p>Compliments Celebrate Positive Negative Appreciate</p>
	Content covered	<p>Belonging to a family Making friends/being a good friend</p> <p>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>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>

PSHE Knowledge and Skills Progression

<p>Jigsaw Theme: Changing Me</p> <p>Key Area: Being safe Personal Education Health Education</p> <p>Respectful relationships Online relationships</p> <p>School values:</p> <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils will compare how they are now compared to when they were a baby and will explain some changes that will happen as they get older.</p> <p>Pupils can use the words ... penis testicles anus vagina vulva and give reasons why they are private.</p> <p>They can explain how some changes they might experience might feel better than others.</p>	<p>Pupils will use the correct terms to describe. penis testicles anus vagina vulva and explain why they are private. They will explain why some types of touches feel ok and others don't.</p>
	Vocabulary	<p>Changes Life cycle Baby Adulthood</p> <p>Grown up</p> <p>Growing up Adult Mature Change Male Female Vagina Penis Testicles Vulva Anus</p> <p>Learn New Grow Change Feelings Anxious Worried Excited Coping</p>	<p>Change Grow Life cycle Control Baby Adult Fully grown</p> <p>Growing up Old Young Change Respect Appearance Physical</p> <p>Baby Toddler Child Teenager Adult Independent Timeline</p> <p>Freedom Responsibilities</p> <p>Male Female Vagina Penis Testicles Vulva Anus Public Private</p> <p>Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable</p> <p>Unacceptable Comfortable Uncomfortable</p> <p>Change Looking forward Excited Nervous Anxious Happy</p>
	Content covered	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

PSHE Knowledge and Skills Progression

Skills Progression			
Theme and key area.		Year 3	Year 4
Jigsaw Theme: Being me in my world. Key Area: Families and people who care for me. School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain how their behaviour can affect how others feel and behave.</p> <p>Pupils are able to explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it is important to feel valued.</p>	<p>Pupils can explain how their behaviour can affect how others feel and behave.</p> <p>Pupils can explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it is important to feel valued.</p>
	Vocabulary	<p>Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm</p> <p>Emotions Feelings Nightmare Fears Worries Solutions Support</p> <p>Rights Responsibilities Learning Charter Nightmare Dream Behaviour Rewards Consequences Actions Feelings Fairness Choices Choices Learning Charter Challenge Group dynamics Team work</p> <p>Actions View point Ideal school Belong</p>	<p>Included Excluded Welcome Valued Team Charter</p> <p>Role Job description School Community Responsibility</p> <p>Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p> <p>Choices Democracy UN Convention on Rights of Child Learning Charter</p>
	Content covered	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>

PSHE Knowledge and Skills Progression

<p>Jigsaw Theme: Celebrating difference</p> <p>Key Area: Caring friendships Respectful relationships</p> <p>School values:</p> <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils 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>Pupils can tell you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>Pupils 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>Pupils can tell you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>
	Vocabulary	<p>Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Special Unique Difference Similarity</p>	<p>Character Assumption Judgement Surprised Different Appearance Accept Assumption Influence Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate On purpose Bystander Witness Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed Judgement Assumption Influence Special Different Accept</p>
	Content covered	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>

PSHE Knowledge and Skills Progression

<p>Jigsaw Theme: Dreams and Goals</p> <p>Key Area: Respectful relationships</p> <p>School values:</p> <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain the different ways that help me learn and what they need to do to improve.</p> <p>Pupils are confident and positive when they share their success with others. They can explain how these feelings can be stored in their internal treasure chest and why this is important.</p>	<p>Pupils can explain the different ways that help them learn and what they need to do to improve.</p> <p>Pupils are confident and positive when they share their success with others. They can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>
	Vocabulary	<p>Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique Solution Team work Review Learning Strengths Success Self-review Celebrate Evaluate</p>	<p>Dream Hope Goal Determination Perseverance Resilience Positive Attitude Hopes Disappointment Fears Hurt Resilience Goals Plans Cope Help Self-belief Motivation Perseverance Dream Commitment Team work Enterprise Design Cooperation</p>
	Content covered	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>

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Jigsaw Theme: Healthy Me Key Area: Health Education School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help.</p> <p>Pupils can express how being anxious/ scared and unwell feels.</p>	<p>Pupils can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help.</p> <p>Pupils can express how being anxious/ scared and unwell feels.</p>
	Vocabulary	<p>Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness</p> <p>Energy Labels Sugar Fat Saturated Fat</p> <p>Healthy Drugs Attitude</p> <p>Safe Anxious Scared Strategy Advice</p> <p>Harmful Risk Feelings</p> <p>Complex Appreciate Body Healthy Safe Choice Risk</p>	<p>Friendships Emotions Healthy Relationships</p> <p>Friendship groups Value</p> <p>Friendship groups Roles Leader Follower</p> <p>Assertive Agree / disagree</p> <p>Smoking Pressure Peers Guilt Advice</p> <p>Alcohol Liver Disease</p> <p>Pressure Peers Anxiety Fear</p> <p>Believe Assertive Opinion Right Wrong</p>
	Content covered	<p>Exercise Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>

PSHE Knowledge and Skills Progression

Jigsaw Theme: Relationships Key Area: Respectful relationships Online relationships School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain how their life is influenced positively by people they know and also by people from other countries.</p> <p>Pupils can explain why their choices might affect their family, friendships and people around the world who they don't know.</p>	<p>Pupils can explain how my life is influenced positively by people they know and also by people from other countries.</p> <p>Pupils can explain why their choices might affect their family, friendships and people around the world who they don't know.</p>
	Vocabulary	Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming Global Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Thank you Appreciation	Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir Memento Memorial Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care
	Content covered	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p>	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals

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		Expressing appreciation for family and friends	
Jigsaw Theme: Changing Me Key Area: Being safe Personal Education Health Education Respectful relationships Online relationships School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils 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>Pupils recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.</p>	<p>Pupils can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Pupils can explain some of the choices they might make in the future and some of the choices that they have no control over. They can offer some suggestions about how they might manage their feelings when changes happen.</p>
	Vocabulary	<p>Changes Birth Animals Babies Mother Growing up</p> <p>Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p> <p>Change Puberty Control</p> <p>Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina</p> <p>Stereotypes Task Roles Challenge</p> <p>Change Looking forward Excited Nervous Anxious Happy</p>	<p>Personal Unique Characteristics Parents</p> <p>Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception</p> <p>Puberty Menstruation Periods</p> <p>Circle Seasons Change Control</p> <p>Range of emotions - Control Change Acceptance</p> <p>Change Looking forward Excited Nervous Anxious Happy</p>

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	Content covered	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
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UKS2 Skills Progression			
Theme and key area		Year 5	Year 6
<p>Jigsaw Theme: Being me in my world.</p> <p>Key Area: Families and people who care for me.</p>	Skills	<p>Pupils can compare their life with other people in their 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>Pupils 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>Pupils can compare their life with other people in their 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>Pupils 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>

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School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Vocabulary	Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice Citizen Privilege Deprive Rewards Consequences Choices Learning Charter Cooperation Collaboration Participation Motivation Rewards Consequences	Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education Wants Needs Maslow Empathy Comparison Opportunities Education Choices Behaviour Consequences Empathise Learning Charter Obstacles Cooperation Collaboration Legal Illegal Lawful Laws Learning Charter Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud
	Content covered	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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
Jigsaw Theme: Celebrating difference Key Area: Caring friendships Respectful relationships	Skills	Pupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if They become involved (directly or indirectly) in a bullying situation. Pupils can explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour.	Pupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation. Pupils can explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour.

PSHE Knowledge and Skills Progression

School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Vocabulary	<p>Culture Conflict Difference Similarity Belong Culture wheel</p> <p>Racism Colour Race Discrimination Culture Ribbon</p> <p>Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving</p> <p>Indirect Direct</p> <p>Happiness Difference Similarity Continuum Developing world Discrimination</p> <p>Celebration Artefacts Display Presentation</p>	<p>Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities</p> <p>Power Struggle Imbalance Control Harassment Bullying</p> <p>Bullying behaviour Direct Indirect Argument Recipient</p> <p>Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina Celebration Difference Conflict</p>
	Content covered	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration Empathy</p>
Jigsaw Theme: Dreams and Goals Key Area: Respectful relationships	Skills	<p>Pupils can compare my hopes and dreams with those of young people from different cultures.</p> <p>Pupils can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>	<p>Pupils can compare their hopes and dreams with those of young people from different cultures.</p> <p>Pupils can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>

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	Content covered	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures Supporting others (charity)</p> <p>Motivation</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements Compliments</p>
Jigsaw Theme: Healthy Me Key Area: Health Education School values:	Skills	<p>Pupils can explain different roles that food and substances can play in people's lives. They 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>Pupils can summarise different ways that they respect and value my body.</p>	<p>Pupils can explain different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p>

PSHE Knowledge and Skills Progression

<ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 			Pupils can summarise different ways that they respect and value their body.
	Vocabulary	<p>Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media</p> <p>Influence</p> <p>Emergency Procedure Recovery position Calm Level-headed</p> <p>Body image Media Social media Celebrity Altered Self-respect Comparison</p> <p>Eating problem Eating disorder Respect Pressure</p> <p>Debate Opinion Fact Choices Healthy lifestyle Motivation</p>	<p>Responsibility Choice Immunisation Prevention</p> <p>Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted</p> <p>Illegal Volatile substances 'Legal highs' Exploited Vulnerable Drugs Criminal Illegal Gangs</p> <p>Gang Pressure Strategies Reputation Anti-social behaviour Crime Illegal</p> <p>Mental health Emotional health Mental illness Symptoms</p> <p>Stress Triggers Strategies Managing stress Pressure</p>
	Content covered	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food Healthy choices Motivation and behaviour</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>

PSHE Knowledge and Skills Progression

<p>Jigsaw Theme: Relationships</p> <p>Key Area:</p> <p>Respectful relationships Online relationships</p> <p>School values:</p> <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can compare different types of friendships and the feelings associated with them. They can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure.</p> <p>Pupils can apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others.</p>	<p>Pupils 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>Pupils can explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations. They can offer strategies to help themselves manage these feelings and situations.</p>
	Vocabulary	<p>Characteristics Personal qualities Attributes Self-esteem</p> <p>Responsibility/Being responsible Age-limit</p> <p>Social network Community Online Off line Rights Risky</p> <p>Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy</p> <p>Devices Screen time Social Off line Mental health Physical health</p> <p>Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities</p>	<p>Mental health Ashamed Stigma Stress Anxiety Support</p> <p>Mental health Worried Signs Stress Anxiety Warning Support Self-harm</p> <p>motions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger</p> <p>Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies</p> <p>Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement</p> <p>Communication Technology Power Control Cyberbullying Abuse Safety</p>
	Content covered	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p>

PSHE Knowledge and Skills Progression

		Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Take responsibility with technology use
Jigsaw Theme: Changing Me Key Area: Being safe Personal Education Health Education Respectful relationships Online relationships School values: <ul style="list-style-type: none"> • Courage • Honesty • Caring • Accepting • Healthy Lifestyle • Gratitude • Responsible 	Skills	<p>Pupils can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. Pupils can also summarise the process of conception.</p> <p>Pupils can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p>	<p>Pupils can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They can also summarise the process of conception.</p> <p>Pupils can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p>
	Vocabulary	<p>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation</p> <p>Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus</p> <p>Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones</p> <p>Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)</p> <p>Teenager Milestone Perceptions Puberty Responsibilities</p> <p>Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>	<p>Self-image Self-esteem Real self Celebrity Opportunities Freedoms Responsibilities Puberty</p> <p>Pubic Hair Voice Breaks M Facial Hair Erection Tampon Breasts Hormones Wet Dream Ovulation Masturbation Sanitary Towel Clitoris Testicles Sperm Underarm Hair Penis Feeling Moody Vagina Womb Fallopian Tube Vulva</p> <p>Menstruation Semen Growing Taller Hips Widen</p> <p>Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</p> <p>Attraction Relationship Pressure Love Sexting</p>

PSHE Knowledge and Skills Progression

			Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement
	Content covered	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition