



# PSHE Knowledge and Skills Progression

JIGSAW	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling Special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for yourself and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why its important (Online and offline) Respect for myself and others Healthy safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy 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 love 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
Year 5	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 Racism 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 SMAART 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
Year 6	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 responsibilities 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



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PROTECTIVE BEHAVIOURS	Themes	Strategies	Week One	Week Two	Week Three	Week Four	Links to Jigsaw
<b>Reception</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b>Feelings</b> Happy Sad "Feelings are feelings" "Not good or bad right or wrong" Feeling safe	<b>Body Awareness</b> Safe touches. "No" "Stop" Penis, Anus – Boys  Vulva, Vagina, Anus – Girls	<b>Early Warning Signs</b> Scary feelings Don't feel safe	<b>Telling and Secrets</b> "We can talk with someone about anything even if it feels awful or small." Safe and unsafe secret. Network hand – Adults or siblings over 16	Understanding feelings  Bodies  Respecting my body  Growing up  Growth and change  Fun and fears
<b>Yr. 1</b>	We all have the right to feel safe all the time. There is nothing so awful (or too little) we can't talk about it.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b>Feelings</b> Happy Sad Angry Tired "Feelings are feelings" "It is how we behave when we have feelings that matters"	<b>Unsafe feelings and Body Awareness</b> "We all have the right to feel safe all the time. If we don't feel safe and we aren't happy we can tell someone about it." "Our bodies tell us if we don't feel safe."	<b>Body Privacy and Secrets</b> Penis, Anus – Boys Vagina, Anus – Girls Mouths are private too. "When secrets are not happy or we don't feel safe we do not need to keep them"	<b>Telling/Networks</b> Network hand – Adult, Adult, School adult, Non-family member adult, any adult. Friend, Brother on Palm.	Being safe Physical contact preferences People who help us Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change
<b>Yr. 2</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b>Feelings, Rights and Responsibilities</b> "Outside things may be the same but feelings are inside things and they might be different for different people." Safe place feelings "We all have the right to feel safe in school." "We all have the responsibility to abide by the rules so that we can feel safe and so others can too."	<b>Unsafe feelings, Problem solving</b> What it feels like to not feel safe. Is my fun fun for everyone? Early warning signs.	<b>Body Awareness and Personal Space</b> Who does our body belong to? Penis, Anus – Boys Vagina, Anus, breasts – Girls Our mouths are private too. "We all have the right to feel safe all the time and we would have the right to expect an adult to do something to help us." "We can talk with someone about anything even if it feels awful or small."	<b>Networks and using them</b> "It is important we choose people we feel comfortable and safe with to put on the fingers." Network hand – adult at home on thumb, grown up on each of the fingers, adult from school on middle finger	Rights and responsibilities Recognising feelings Secrets Differences in female and male bodies



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<b>Yr. 3</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b><u>Feelings, Rights and Responsibilities</u></b> “A feeling is a feeling – not good or bad, right or wrong, it is simply a feeling.” Safe place feelings.	<b><u>Unsafe Feelings</u></b> How could I help myself to feel better?  Early Warning signs	<b><u>Body awareness and telling</u></b> Penis, Anus – Boys Vagina, Anus, Breasts – Girls Mouths are private too.	<b><u>Networks and using them</u></b> “We can talk with someone about anything, even if it feels awful or small.” Network People. Network Hand - Adult, Adult, School adult, Non-family member adult, any adult. Pets, Dead relatives, gods/goddesses on palm. Good Network people...	Rules, rights and responsibilities Witnessing bullying and how to solve it Managing feelings Keeping safe and why its important Respect for myself and others Outside body changes Inside body changes
<b>Yr. 4</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b><u>Rights and Responsibilities, Feelings</u></b> “All children have the same rights, no matter what country they come from, what colour or religion they are, what language they speak or whether they are a boy or a girl.” No one can take rights away from us – sometimes we just can’t exercise them. Happy, Sad, Angry, Worried	<b><u>Safe and Unsafe Feelings</u></b> “We all have the right to feel safe all the time” Safe place. Fun to feel scared	<b><u>Exploring theme 2. Secrets</u></b> People I know that I could talk with. The person I talk with will... “Adults can’t always keep secrets. Sometimes it is not safe to keep a secret.” Emotional abuse Physical abuse Sexual abuse  “We can talk with someone about anything, even if it feels awful or small.”	<b><u>Networks and using them</u></b> Network Hand - Adult, Adult, School adult, Non-family member adult, any adult.  SOS, Police, Child line Numbers can go on if mentioned. Pets, Dead relatives, gods/goddesses on palm. Separate friends/siblings network.	Rights, responsibilities and democracy Understanding bullying



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<b>Yr. 5</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b><u>Rights and Responsibilities, Feelings</u></b> "Rights are concerned with things that are essential for a healthy and happy life. They are completely different from 'wants'" "Feelings are feelings – all individual and never right or wrong – we all need to feel angry/sad sometimes, that's not bad. However, we may choose to behave badly in response to that feeling and that is not ok. It is not ok because it is unsafe."	<b><u>Safe feelings, Fun to Feel Scared and Early Warning Signs</u></b> "What feeling safe actually feels like and what happens in our bodies when we don't feel safe." Safe place Choice, Control, Time limit.	<b><u>Secrets and Networks</u></b> "We can talk with someone about anything, even if it feels awful or small." Adults can't always keep secrets. Sometimes it is not safe to keep a secret.	<b><u>Using Networks</u></b> "Learn ways to check out our networks to make sure they are working for us and also think about different ways to help ourselves stay safe." What could someone do if someone bigger than them was going to hit them? Who is a suitable network person? Should someone keep telling?	Rights and responsibilities Types of bullying Puberty for girls Puberty for boys
<b>Yr. 6</b>	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<b><u>Rights and Responsibilities, Feelings</u></b> "Every right has an associated responsibility that is to respect others' rights in that regard and sometimes can be more specific." Happy Sad Surprised Angry Frightened Worried	<b><u>Safe Feelings, Fun to feel scared and early warning signs</u></b> "we all have the right to feel safe all the time" "Is my fun fun for everyone?"	<b><u>We can talk with someone about anything, even if it feels awful or small and networks</u></b> What sort of somebody would we be looking for if we needed to talk about something awful? "Adults cannot keep confidentiality (Emotional, physical and sexual) Adults can't always keep secrets. Sometimes it is not safe to keep a secret." Network Hand - Adult, Adult, School adult, Non-family member adult, any adult. SOS section – Social services, police, childline, Samaritans. On Palm - Pets, Dead relatives, gods/goddesses on palm. Good Network people...	<b><u>Using Networks</u></b> Learn how to use our networks more effectively "We all have the right to feel safe all the time." "We can talk with someone about anything, even if it feels awful or small." What could someone do if someone bigger than them was going to hit them? Keep telling	Children's universal rights How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress Puberty and feelings Physical attraction Respect and consent Boyfriends/Girlfriends