



Harvington C.E. First and Nursery School

PSHE

Intent and Implementation

Progression of Knowledge and Skills for PSHE

**PSHE Curriculum Intent Statement:**

The PSHE curriculum at Harvington C.E. First and Nursery School is derived from a precise understanding of our children's needs. Through utilising the excellent plans, resources and assessment guidance of the Jigsaw scheme of work, we have designed a curriculum to provide a breadth of exciting, purposeful learning experiences to ensure a rapid development of knowledge, skills, independence and confidence. We strive to follow our school's Christian values, ensuring these are embedded in the life of our school. The aim is for our children to have the skills needed for them to become positive, aspirational and moral citizens with an understanding of global issues and a voice to support understanding and change.

Our curriculum intent includes planned opportunities to:

- Enrich and challenge all learners
- Develop the skills to prepare children for life in the world we live in
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Ensure a love and desire to learn following the Christian values and vision statement
- Allow children to reflect upon who they are as individuals and their roles in the world
- Understand the value of friends, family and communities
- Ensure children understand how they grow and change as they get older
- Close all learning gaps
- Develop ambitious vocabulary choices
- Learn in a stimulating environment both inside and outside the classroom
- Engage in purposeful learning, opportunities including: visits, visitors, workshops, theme days, outdoor learning and cookery
- Engage families in providing the skills and understanding to support as partners in learning
- Develop mastery skills by planning for breadth and depth
- Appreciate the world they live in and understand our local and global community
- Develop a voice to promote change and a confidence to speak out about issues that are important to us
- Develop the social, moral, spiritual and cultural development of all our learners.
- Learn how to lead a healthy life
- Experiences to aspire and learn about different career opportunities

Children leave our school as able, independent, caring, confident, respectful learners ready to find their place in the world.

### **PSHE Curriculum Implementation:**

The PSHE scheme of work aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value themselves and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
  
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| Term      | Puzzle name            | Content                                                                                                                 |
|-----------|------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Autumn 1: | Being Me in My World   | Includes understanding my place in the class, school and global community as well as devising Learning Charters         |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                                      |
| Spring 1: | Dreams and Goals       | Includes goal-setting, aspirations and resilience building                                                              |
| Spring 2: | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills         |
| Summer 2: | Changing Me            | Includes Sex and Relationship Education in the context of looking at and managing change                                |

From September 2020, **Relationships Education is compulsory for all primary schools** as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). Relationships education at Harvington is included in the Jigsaw scheme of work and is taught in Summer 2. Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. The content of each puzzle is taught during a theme day at the start of each half term.

The teaching of PSHE is enriched through:

- Whole school and Class Assemblies
- Mindfulness sessions
- Circle Time
- Bikeability courses
- Singing and musical activities
- Performance in the Nativity (EYFS and KS1)
- Performance in the KS2 show (KS2)
- Peer Mediators
- Learning mentors

- Pupil Parliament
- French lessons
- PSHE theme days
- Educational visits
- Philosophy for children activities
- Parent workshops
- PTFA events

**Assessment:**

The following assessment grids show the 'Working at' descriptors for each year group in each puzzle. More details for assessing pupils 'Working towards' or at 'Greater depth' are provided in the Jigsaw documents, as well as support for pupils with SEND. Teachers will use these grids to support making a teacher assessment judgement for each child-Working towards, Expected, Greater Depth-each half term on the school's assessment system.

**Monitoring-** PSHE is monitored by the PSHE lead following the Monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The PSHE Lead is responsible for writing, updating and evaluating the PSHE action plan.

Puzzle 1:

|               | Celebrating Difference                                                                                                                                                        | Dreams and Goals                                                                                                                                                                                                             | Healthy Me                                                                                                                                                                                                                     | Relationships                                                                                                                                                                                          | Changing Me                                                                                                                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I can tell you some ways 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 how I 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 some ways to keep it safe and healthy</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>and 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: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>                                                                                                         |
| <b>Year 2</b> | <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 worked 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 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 parts of the body (penis, testicles, vagina) 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>                                                |
| <b>Year 3</b> | <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>and can show an awareness of how this could affect my choices</p>                       | <p>I can identify how 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> |

|               | Celebrating Difference                                                                                                                                                                                                                    | Dreams and Goals                                                                                                                                                    | Healthy Me                                                                                                                                                                                                       | Relationships                                                                                                                                                                                                        | Changing Me                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 4</b> | <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 an animal rights issue</p> <p>and 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> |
| <b>Year 5</b> | <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>and 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>                           |

Puzzle 2:

|               | Working towards                                                                                                                                        | Working at                                                                                                                                                                                                                                | Working Beyond                                                                                                                                                                                                                                         |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>                     | <p>I can talk about one thing that makes me different from my friends</p> <p>I understand these differences make us all special and unique</p>                                                                                            | <p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>                                                                                                    |
| <b>Year 2</b> | <p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</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 compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>                                                                              |
| <b>Year 3</b> | <p>I can tell you something I've said that made someone happy or unhappy</p> <p>I know how to give a compliment</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 recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can give and receive genuine compliments and know how this feels and affects me and the other person</p> |
| <b>Year 4</b> | <p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</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 can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>                                             |
| <b>Year 5</b> | <p>I can give some examples of bullying behaviours including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</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 consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p>   |

Puzzle 3:

|               | Working towards                                                                                                                                                                                       | Working at                                                                                                                                                                                                                   | Working Beyond                                                                                                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I can tell you about a challenge that I succeeded in</p> <p>I can tell you why this made me feel good about myself</p>                                                                             | <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>                                                | <p>I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success</p> <p>I can choose how to celebrate my success and know how to store it in my internal treasure chest</p>                                                                                   |
| <b>Year 2</b> | <p>I can tell you what I did to help my group create the end product</p> <p>I can say how I felt about working in the group</p>                                                                       | <p>I can explain some of the ways I worked 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 explain how my own and other people's contributions helped the group to create the end product</p> <p>I can explain what felt good and what felt difficult about working in our group</p>                                                                                                         |
| <b>Year 3</b> | <p>I can tell you something I did well in a learning challenge and something I want to get better at</p> <p>I am happy to talk about what I did well and use it to make me feel good about myself</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 recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time</p> <p>I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p> |
| <b>Year 4</b> | <p>I know that things I try to do can go wrong and can tell you why it is good to try again</p> <p>I can overcome disappointment and look ahead to the next time</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 deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals</p> <p>I can explain how resilience and a positive attitude contribute to a greater chance of success</p>                                                         |
| <b>Year 5</b> | <p>I can suggest examples of dreams and goals a young person might have in a culture different from mine</p> <p>and compare these with my own</p>                                                     | <p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p>                                                                                  | <p>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals</p> <p>I can evaluate the ways in which our opportunities and life chances are different</p>                                       |

Puzzle 4:

|               | Working towards                                                                                                                                                                                                           | Working at                                                                                                                                                                                                                     | Working Beyond                                                                                                                                                                                                                                                                                                        |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy</p> <p>I know that my body is special and I need to take care of it</p>                                | <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>                                                    | <p>I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful</p> <p>I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy</p>                   |
| <b>Year 2</b> | <p>I can make a healthy snack with help, and I can tell you why it is good for my body</p> <p>I can say how I feel about eating healthy food</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 and prepare snacks that are healthy, and explain my choice by saying why they are good for my body</p> <p>I can compare my own and my friends' choices and can express how it feels to make and share healthy food together</p>                                                                     |
| <b>Year 3</b> | <p>I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe</p> <p>I know how to tell someone if I feel scared</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 judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom</p> <p>I can express and respond appropriately to feelings of anxiety or fear</p>                                      |
| <b>Year 4</b> | <p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me</p> <p>I can say how it feels when someone else is pushing me to do something</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, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices</p> |
| <b>Year 5</b> | <p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives</p> <p>I can tell you why my body is good the way it is</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 describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop</p> <p>I respect and value my body and I understand the part this plays in maintaining my self confidence</p>        |

Puzzle 5:

|               | Working towards                                                                                                                                                                                                            | Working at                                                                                                                                                                                                    | Working Beyond                                                                                                                                                                                                                                                                                   |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | I can name someone who is special to me<br>and tell you why I like them                                                                                                                                                    | I can tell you why I appreciate someone who is special to me<br>and express how I feel about them                                                                                                             | I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together<br><br>I can tell you how I feel about my relationship with this person                                                                                           |
| <b>Year 2</b> | I can give an example of something that causes conflict between me and my friends<br><br>I can say how we could settle this conflict using the positive problem solving technique                                          | I can identify some of the things that cause conflict between me and my friends<br><br>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends               | I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise<br><br>I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be                                |
| <b>Year 3</b> | I can name some examples of things I use every day that have been produced by people in other parts of the world<br><br>I know I depend on other people and other people depend on me                                      | I can explain how some of the actions and work of people around the world help and influence my life<br><br>and can show an awareness of how this could affect my choices                                     | I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood<br><br>I can express a sense of the responsibility we have for each other because of these connections                           |
| <b>Year 4</b> | I can express what I think and feel about an animal rights issue<br><br>and I can tell you at least one point of view that is different from mine                                                                          | I can explain different points of view on an animal rights issue<br>and express my own opinion and feelings on this                                                                                           | I can explain and weigh up different points of view people may hold on an animal rights issue<br><br>and I can take these into account in expressing and justifying my own opinions and feelings on this                                                                                         |
| <b>Year 5</b> | I can tell you some basic rules about how to stay safe when using technology to communicate with my friends<br><br>I can tell you some reasons why using technology to communicate could lead to harm for myself or others | I can explain how to stay safe when using technology to communicate with my friends<br><br>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others | I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe<br><br>I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures |

Puzzle 6:

|               | Working towards                                                                                                                                                                                                                                                     | Working at                                                                                                                                                                                                                                                                                                              | Working Beyond                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I know the main body parts that make boys and girls different and I recognise the correct names for these</p> <p>I know that some parts of my body are private</p>                                                                                               | <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>                                                                                                         | <p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these</p>                                                                                |
| <b>Year 2</b> | <p>I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>                                           | <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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>                                                | <p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>                                    |
| <b>Year 3</b> | <p>I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies</p> <p>I can tell you something I like and something that worries me about the idea of growing up</p> | <p>I can identify how 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> | <p>I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p> |
| <b>Year 4</b> | <p>I can describe something I am looking forward to when I am in Year 5</p> <p>I can tell you something that I think I can change for myself when I am in Year 5</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>                                                                                                                               | <p>I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>                                                                                                                           |
| <b>Year 5</b> | <p>I can identify some changes that happen to girls' and boys' bodies during puberty</p> <p>I know my body will change during puberty and I can tell you how I feel about that</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>                                                                                                                                                         | <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>                                                                                                             |

## **PSHE Knowledge and Skills Progression using the Jigsaw scheme-**

### Jigsaw Whole-School Overview of Key Objectives (Includes PSHE, SEAL and RHE)

|                             | Autumn 1:<br>Puzzle 1 –<br>Being Me in My World                                                                                                                                                                                                                             | Autumn 2:<br>Puzzle 2 –<br>Celebrating<br>Difference                                                                                                                                                                                                                                                                   | Spring 1:<br>Puzzle 3 – Dreams and<br>Goals                                                                                                                                                                                                                                                                                                         | Spring 2:<br>Puzzle 4 – Healthy<br>Me                                                                                                                                                                                                                                                                                                          | Summer 2:<br>(Years 1-5: Objectives directly correlate with those<br>stated in letters to parents)                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                          |
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| Nursery<br>(Foundation 1)   | <ul style="list-style-type: none"> <li>- Help others to feel welcome</li> <li>- Try to make our nursery community a better place</li> <li>- Think about everyone's right to learn</li> <li>- Care about other people's feelings</li> <li>- Work well with others</li> </ul> | <ul style="list-style-type: none"> <li>- Accept that everyone is different</li> <li>- Include others when working and playing</li> <li>- Know how to help if someone is being bullied</li> <li>- Try to solve problems</li> <li>- Try to use kind words</li> </ul>                                                     | <ul style="list-style-type: none"> <li>- Stay motivated when doing something challenging</li> <li>- Keep trying even when it is difficult</li> <li>- Work well with a partner or in a group</li> <li>- Have a positive attitude</li> <li>- Help others to achieve their goals</li> <li>- Work hard to achieve their own dreams and goals</li> </ul> | <ul style="list-style-type: none"> <li>- Can make a healthy choice</li> <li>- Eat a healthy, balanced diet</li> <li>- Be physically active</li> <li>- Can keep themselves and others safe</li> <li>- Know how to be a good friend and enjoy healthy friendships</li> <li>- Know how to keep calm and deal with difficult situations</li> </ul> | <ul style="list-style-type: none"> <li>- Know how to make friends and solve problems with friends</li> <li>- Help others to feel part of a group</li> <li>- Show respect in how they treat others</li> <li>- Know how to help themselves and others when they feel upset or hurt</li> <li>- Know and show what makes a good relationship</li> </ul> | <ul style="list-style-type: none"> <li>- Understand that everyone is unique and special</li> <li>- Express how they feel when change happens</li> <li>- Understand and respect the changes they see in themselves and in others</li> <li>- Know who to ask for help if they are worried about change</li> <li>- Are looking forward to change</li> </ul> |
| Reception<br>(Foundation 2) | <ul style="list-style-type: none"> <li>- Help others to feel welcome</li> <li>- Try to make our school community a better place</li> <li>- Think about everyone's right to learn</li> <li>- Care about other people's feelings</li> <li>- Work well with others</li> </ul>  | <ul style="list-style-type: none"> <li>- Accept that everyone is different</li> <li>- Include others when working and playing</li> <li>- Know how to help if someone is being bullied</li> <li>- Try to solve problems</li> <li>- Try to use kind words</li> <li>- Know how to give and receive compliments</li> </ul> | <ul style="list-style-type: none"> <li>- Stay motivated when doing something challenging</li> <li>- Keep trying even when it is difficult</li> <li>- Work well with a partner or in a group</li> <li>- Have a positive attitude</li> <li>- Help others to achieve their goals</li> <li>- Work hard to achieve their own dreams and goals</li> </ul> | <ul style="list-style-type: none"> <li>- Can make a healthy choice</li> <li>- Eat a healthy, balanced diet</li> <li>- Be physically active</li> <li>- Can keep themselves and others safe</li> <li>- Know how to be a good friend and enjoy healthy friendships</li> <li>- Know how to keep calm and deal with difficult situations</li> </ul> | <ul style="list-style-type: none"> <li>- Know how to make friends and solve problems with friends</li> <li>- Help others to feel part of a group</li> <li>- Show respect in how they treat others</li> <li>- Know how to help themselves and others when they feel upset or hurt</li> <li>- Know and show what makes a good relationship</li> </ul> | <ul style="list-style-type: none"> <li>- Understand that everyone is unique and special</li> <li>- Express how they feel when change happens</li> <li>- Understand and respect the changes they see in themselves and in others</li> <li>- Know who to ask for help if they are worried about change</li> <li>- Are looking forward to change</li> </ul> |

|        | Autumn 1:<br>Puzzle 1 –<br>Being Me in My World                                                                                                                                                                                                                                                                                                           | Autumn 2:<br>Puzzle 2 – Celebrating<br>Difference                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1:<br>Puzzle 3 – Dreams<br>and Goals                                                                                                                                                                                                                                                                                                       | Spring 2:<br>Puzzle 4 – Healthy<br>Me                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2:<br>(Years 1-5: Objectives directly correlate with those<br>stated in letters to parents)                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Year 1 | <ul style="list-style-type: none"> <li>- I understand my rights and responsibilities as a member of my class and I know my views are valued.</li> <li>- I can recognise the choices I make and understand the consequences.</li> <li>- I feel special and safe in my class.</li> <li>- I recognise how it feels to be proud of an achievement.</li> </ul> | <ul style="list-style-type: none"> <li>- I can tell you some ways I am the same as people in my class.</li> <li>- I can tell you what bullying is.</li> <li>- I know some people I can talk to if I was feeling unhappy or being bullied.</li> <li>- I know how to make friends.</li> <li>- I can tell you some ways I different from people in my class.</li> <li>- I understand these differences make us all special and unique.</li> </ul> | <ul style="list-style-type: none"> <li>- I can set a goal and work out how to achieve it.</li> <li>- I understand how to work well with a partner.</li> <li>- I can tell you how I felt when I succeeded in a challenge and how I celebrated it.</li> <li>- I know how to store the feelings of success in my internal treasure chest.</li> </ul> | <ul style="list-style-type: none"> <li>- I understand the difference between healthy and unhealthy.</li> <li>- I know how to keep myself clean and how germs can cause disease.</li> <li>- I understand that medicines can keep me healthy</li> <li>- I know how to cross the road safely</li> <li>- I can tell you why I think my body is amazing and can identify some ways to keep it healthy.</li> <li>- I can recognise how being healthy helps me to feel happy.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the members of their family and understand that there are lots of different types of families</li> <li>• Identify what being a good friend means to them</li> <li>• Know appropriate ways of physical contact to greet their friends and know which ways they prefer</li> <li>• Know who can help them in their school community</li> <li>• Recognise their qualities as person and a friend</li> <li>• Say why they appreciate someone who is special to them</li> </ul> | <ul style="list-style-type: none"> <li>• Start to understand the life cycles of animals and humans</li> <li>• Say some things about them that have changed and some things that have stayed the same</li> <li>• Say how their body has changed since they were a baby</li> <li>• Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>• Understand that every time they learn something new, they change a little bit</li> <li>• Talk about changes that have happened in their life</li> </ul> |
| Year 2 | <ul style="list-style-type: none"> <li>- I can identify some of my hopes and fears for this year and know who to talk to when I feel worried.</li> <li>- I understand my rights and responsibilities as a member of my class and school.</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>- I am starting to understand different stereotypes for boys and girls.</li> <li>- I understand that bullying is sometimes about difference.</li> </ul>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- I can choose a realistic goal and think about how to achieve it.</li> <li>- I persevere when I find things difficult.</li> <li>- I can work well in a group and explain</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>- I know how to keep my body healthy.</li> <li>- I know some ways to relax.</li> <li>- I understand how medicines work and why they need to be used safely.</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate</li> <li>• Understand that there are lots of forms of</li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Recognise cycles of life in nature</li> <li>• Understand the natural process of growing from young to old and that this is not in their control</li> <li>• Recognise how their body has changed since they were a baby and where they are on</li> </ul>                                                                                                                                                                                                                                                                                                    |

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|        | <ul style="list-style-type: none"> <li>- I can help to make my class a safe and fair place.</li> <li>- I can listen to other people and contribute my own ideas about rewards and consequences.</li> <li>- I can work cooperatively.</li> <li>- I can recognise the choices I make and understand the consequences.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>- I recognise right from wrong and know how to look after myself.</li> <li>- I understand that it's ok to be different from other people.</li> <li>- I can tell you some ways I am different from my friend.</li> </ul>                                                                                                                          | why it was successful.                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- I can sort foods into different food groups.</li> <li>- I can make some healthy snacks and explain why they are good for my body.</li> <li>- I can express how it feels to share healthy food with my friends.</li> </ul>                                                                                                                                                                           | <p>physical contact within a family and that some of this is acceptable and some is not</p> <ul style="list-style-type: none"> <li>• Identify some of the things that cause conflict with friends</li> <li>• Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• Recognise and appreciate people who can help them in their family, school and community</li> <li>• Express appreciation for the people in their special relationships</li> </ul> | <p>the continuum from young to old</p> <ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of their body are private</li> <li>• Understand there are different types of touch and can say which ones they like and don't like</li> <li>• Identify what they are looking forward to in Year 3</li> </ul>                                        |
| Year 3 | <ul style="list-style-type: none"> <li>- I can identify positive things about myself and set personal goals.</li> <li>- I know how to make someone else feel welcome and valued.</li> <li>- I can face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</li> </ul> | <ul style="list-style-type: none"> <li>- I understand that everybody's family is different and important to them.</li> <li>- I know some ways to help someone that is being bullied.</li> <li>- I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> <li>- I can give and receive compliments and know how this feels.</li> </ul> | <ul style="list-style-type: none"> <li>- I respect and admire people who overcome obstacles to achieve their dreams and goals.</li> <li>- I enjoy facing new challenges and working out the best ways to achieve them.</li> <li>- I can evaluate my own learning process and identify how it can be better next time.</li> <li>- I am confident in sharing my success</li> </ul> | <ul style="list-style-type: none"> <li>- I understand how exercise affects my body and why my heart and lungs are such important organs.</li> <li>- I know the amount of calories, fat and sugar I put into my body will affect my health.</li> <li>- 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 and how to</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the roles and responsibilities of each member of their family and reflect on the expectations for males and females</li> <li>• Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</li> <li>• Know and use some strategies to keep themselves safe online</li> <li>• Explain how some of the actions and work of people around the world</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>• Understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow</li> <li>• Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• Identify how and why boys' and girls' bodies change on</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- I understand why rules are needed and how they relate to rights and responsibilities.</li> <li>- I can work cooperatively in a group.</li> <li>- I understand my actions affect others and try to see things from their points of view.</li> </ul> |  | <ul style="list-style-type: none"> <li>with others and know how to store my feelings of success in my internal treasure chest.</li> </ul> | <ul style="list-style-type: none"> <li>call the emergency services.</li> <li>- I can express how being anxious or scared feels.</li> </ul> | <ul style="list-style-type: none"> <li>help and influence their lives</li> <li>• Understand how their needs and rights are shared by children around the world and identify how their lives may be different</li> <li>• Know how to express their appreciation to their friends and family</li> </ul> | <ul style="list-style-type: none"> <li>the inside and the outside during this growing up process</li> <li>• Start to recognise stereotypical ideas they might have about parenting and family roles</li> <li>• Identify what they are looking forward to in Year 4</li> </ul> |
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|           | Autumn 1:<br>Puzzle 1 –<br>Being Me in My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2:<br>Puzzle 2 –<br>Celebrating<br>Difference                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1:<br>Puzzle 3 – Dreams<br>and Goals                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2:<br>Puzzle 4 – Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2:<br>(Years 1-5: Objectives directly correlate with those<br>stated in letters to parents)                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Year<br>4 | <ul style="list-style-type: none"> <li>- I know my attitudes and actions make a difference to the class team.</li> <li>- I know how good it feels to be included in a group and understand how it feels to be excluded.</li> <li>- I try to make people feel welcome and valued.</li> <li>- I can take on a role in a group and contribute to the overall outcome.</li> <li>- I understand how democracy works through the school council.</li> <li>- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</li> <li>- I understand how groups come together to make decisions.</li> </ul> | <ul style="list-style-type: none"> <li>- I try to accept people for who they are.</li> <li>- I understand what influences people to make assumptions based on how people look.</li> <li>- I can problem-solve a bullying situation with others.</li> <li>- I can identify what is special about me.</li> <li>- I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>- I can explain why it is good to accept people for who they are.</li> </ul> | <ul style="list-style-type: none"> <li>- I can tell you about some of my hopes and dreams.</li> <li>- I know how to cope with disappointment.</li> <li>- I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>- I know what it means to be resilient and to have a positive attitude.</li> <li>- I can identify the contributions made by myself and others to our group's achievement.</li> </ul> | <ul style="list-style-type: none"> <li>- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</li> <li>- I understand the facts about smoking and alcohol on the body and some of the reasons people smoke/drink.</li> <li>- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>- I can identify feelings of anxiety and fear associated with peer pressure.</li> <li>- I know myself well enough to have a clear picture of what I believe is right or wrong.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise situations which can cause jealousy in relationships</li> <li>• Explore experiences of love and loss</li> <li>• Recognise how friendships change, know how to make new friends and how to manage when they fall out with friends</li> <li>• Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older</li> <li>• Know how to show love and appreciation to the people and animals who are special to them</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that some personal characteristics come from biological parents and that this happens because of the joining of their egg and sperm</li> <li>• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• Make positive changes to their lives to benefit them</li> <li>• Identify changes that have been and may continue to be outside of their control and how to accept them</li> <li>• Identify what they are looking forward to in Year 5</li> </ul> |

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| Year<br>5 | <ul style="list-style-type: none"> <li>- I can face new challenges positively and know how to set personal goals.</li> <li>- I know what I value most about my school and can identify my hopes for this school year.</li> <li>- I can empathise with people in this country whose lives are different to my own.</li> <li>- I understand my rights and responsibilities as a citizen of my country and as a member of my school.</li> <li>- I can contribute to the group and understand how we can function best as a whole.</li> <li>- I understand how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul> | <ul style="list-style-type: none"> <li>- I understand that cultural differences sometimes cause conflict.</li> <li>- I understand what racism is.</li> <li>- I understand some different bullying behaviours e.g. name-calling, rumour-spreading.</li> <li>- I can explain the differences between direct and indirect types of bullying.</li> <li>- 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.</li> <li>- I respect my own and other people's cultures.</li> </ul> | <ul style="list-style-type: none"> <li>- I know about a range of jobs and have explored how much people earn in different jobs.</li> <li>- I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> <li>- I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</li> </ul> | <ul style="list-style-type: none"> <li>- I know some of the risks associated with smoking and alcohol use.</li> <li>- I know and can put into practice basic emergency aid procedures and know how to get help in an emergency.</li> <li>- I understand how the media, social media and celebrity culture promotes certain body types.</li> <li>- 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.</li> <li>- I respect and value my body.</li> <li>- I know what makes a healthy lifestyle.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their own individual characteristics and qualities</li> <li>• Know how to stay safe online</li> <li>• Recognise when they are spending too much time using devices (screen time)</li> </ul> | <ul style="list-style-type: none"> <li>• Be aware of their own self-image and how body image links to this</li> <li>• Understand the changes that happen to girls' bodies during puberty and understand the importance of physical and emotional wellbeing (includes information about menstruation)</li> <li>• Understand the changes that happen to boys' bodies during puberty and understand the importance of physical and emotional wellbeing (includes information about erections, ejaculation and wet dreams)</li> <li>• Understand that sexual intercourse can lead to conception and that that is how babies are usually made (but also makes pupils aware of IVF) as well as the responsibilities that come with having a baby</li> <li>• Identify what they are looking forward to when they become teenagers and understand that this brings growing responsibilities (age of consent)</li> <li>• Identify what they are looking forward to in Year 6</li> </ul> |
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When to teach:

- Puzzle 1 – Being in My World – Objectives need to be covered in the first couple of weeks of school. It deals with settling into a new class and establishing rules and routines, so should fit in well at the start of September.
- Puzzle 2 – Celebrating Difference – Objectives to be covered during Autumn 2 Theme Day.
- Puzzle 3 – Dreams and Goals – Objectives to be covered during Spring 1 Theme Day.
- Puzzle 4 – Healthy Me – Objectives to be covered during Spring 2 Theme Day.
- Puzzles 5 and 6 – Relationships and Changing Me – Objectives to be covered in Summer 2 Theme Day.

Any of the objectives not covered during the Theme Days sessions will be taught during that half term.

## Vocabulary Progression

| Year 1             |                       | Year 2           |                  | Year 3             |                  | Year 4           |                 | Year 5           |                 |
|--------------------|-----------------------|------------------|------------------|--------------------|------------------|------------------|-----------------|------------------|-----------------|
| calm               | toiletory items, e.g. | worries          | portion          | welcome valued     | fitness          | included         | friendship      | rights           | choices         |
| special            | toothbrush,           | hopes            | proportion       | achievements       | healthy          | excluded         | groups          | British          | healthy         |
| safe               | shampoo               | fears            | energy           | proud              | drugs            | welcome valued   | leader          | citizen          | lifestyle       |
| belonging          | hygienic              | belonging        | fuel             | pleased personal   | attitude         | team             | follower        | denied           | motivation      |
| rights             | medicines             | rights           | nutritious       | goal praise        | safe             | role             | assertive       | empathise        | characteristics |
| responsibilities   | trust                 | responsibilities | family           | acknowledge        | anxious          | job description  | agree           | wealth           | personal        |
| rewards            | safety                | responsible      | relationship     | affirm             | scared           | school           | disagree        | poverty          | qualities       |
| proud              | green cross code      | actions          | important        | emotions feelings  | strategy         | community        | smoking         | responsibilities | attributes      |
| consequences       | eyes                  | praise           | cooperate        | nightmare          | advice           | responsibility   | pressure peers  | prejudice        | self-esteem     |
| upset              | ears                  | reward           | touch            | fears              | harmful          | rights           | guilt           | rewards          | friendships     |
| disappointed       | look                  | consequence      | physical contact | worries solutions  | medicines        | responsibilities | advice          | consequences     | negotiate       |
| similarity/similar | listen                | positive         | communication    | support            | substances       | democracy        | alcohol         | choices          | compromise      |
| same as            | wait                  | negative         | hugs             | rights             | complex          | reward           | liver           | cooperation      | trust           |
| different from     | clean                 | choices          | like             | responsibilities   | appreciate       | consequence      | diseased        | collaboration    | loyalty         |
| difference         | family                | co-operate       | dislike          | dream              | body             | democratic       | anxiety         | participation    | anger           |
| bullying           | friends               | problem solving  | acceptable       | behaviour rewards  | men              | decisions        | fear            | motivation       | betrayal        |
| bullying behaviour | friendship            | boys             | not acceptable   | consequences       | women            | voting           | believe         | culture          | empathy         |
| deliberate         | qualities             | girls            | conflict         | actions            | male             | authority        | opinion         | conflict         | boyfriend       |
| on purpose         | caring                | similarities     | point of view    | feelings           | female           | contribution     | assertive right | difference       | girlfriend      |
| unfair             | sharing               | assumptions      | positive problem | fairness choices   | unisex           | observer         | wrong           | similarity       | attraction      |
| included           | kind                  | shield           | solving          | co-operate         | role             | choices          | relationship    | belong           | pressure        |
| bully              | greeting              | stereotypes      | secret           | challenge group    | job              | UN Convention    | close           | racism           | personal        |
| bullied            | touch                 | special          | surprise         | dynamics team      | responsibilities | on Rights of the | distant         | colour           | comfortable     |
| friend             | feel                  | bully            | good secret      | work               | differences      | Child            | contribute      | race             | body language   |
| qualities          | texture               | purpose          | worry secret     | view point         | similarities     | character        | mutual benefit  | discrimination   | couple          |
| friendship         | like                  | difference       | telling          | ideal              | respect          | assumption       | belonging       | culture          | attraction      |
| celebration        | dislike               | kind             | adult            | belong             | stereotype       | judgement        | caring          | ribbon           | feelings        |
| celebrate          | help/helpful          | unkind           | trust            | perseverance       | problem solving  | surprised        | loss            | bullying         | emotions        |
| unique             | community             | feelings         | surprised        | challenges success | friendship       | different        | strategy        | rumour           | positive        |
| success            | feelings              | sad              | happy            | obstacles dreams   | win-win          | appearance       | shock           | name-calling     | negative        |
| achievement        | confidence            | lonely           | sad              | goals              | unsafe           | accept           | disbelief numb  | racist           | jealousy        |
| goal               | praise                | help             | frightened       | ambitions future   | dangers          | influence        | denial          | homophobic       | safe            |
| treasure           | skills                | on purpose       | trustworthy      | aspirations        | dangerous        | opinion          | anger           | cyber bullying   | technology      |
| coins              | self-belief           | stand up for     | honesty          | decoration         | hazards          | attitude         | guilt           | texting          | communicate     |
| learning           | incredible            | friends          | reliability      | enterprise         | risks            | bullying         | sadness         | problem-solving  | resist          |
| stepping stones    | relationships         | included         | compliments      | design             | safety rules     | friend           | pain            | indirect         | risk            |
| process            | appreciate            | qualities        | celebrate        | cooperation        | worried          | secret           | despair         | direct           | harm            |
| garden             | feelings              | friendship       | appreciate       | product            |                  | deliberate       | hopelessness    |                  | identity        |

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| dreams<br>working together<br>team work<br>stretchy<br>challenge<br>feelings<br>obstacle<br>overcome<br>achieve<br>healthy<br>unhealthy<br>balanced<br>exercise<br>sleep<br>choices<br>healthy<br>clean<br>body parts | changes<br>life cycle<br>baby<br>adulthood/adult<br>grown up<br>growing up<br>mature<br>male<br>female<br>vagina<br>penis<br>testicles<br>new<br>grow<br>anxious<br>worried<br>excited<br>coping | caring<br>kind<br>unique<br>value<br>realistic<br>proud<br>success<br>celebrate<br>achievement<br>goal<br>strengths<br>persevere<br>challenge<br>difficult<br>easy<br>partner<br>team work<br>product<br>group<br>dream<br>healthy choices<br>lifestyle<br>motivation<br>relax<br>relaxation<br>tense<br>calm<br>healthy<br>unhealthy<br>dangerous<br>medicines<br>safe<br>body<br>balanced diet | change<br>grow<br>life cycle<br>control<br>baby<br>adult<br>fully grown<br>growing up<br>old<br>young<br>respect<br>appearance<br>physical<br>toddler<br>child<br>teenager<br>adult<br>independent<br>timeline<br>freedom<br>boy/male<br>girl/female<br>vagina<br>penis<br>testicles<br>public<br>private<br>texture<br>cuddle<br>squeeze<br>unacceptable<br>comfortable<br>uncomfortable<br>looking forward<br>excited<br>nervous<br>anxious | strengths<br>motivated<br>enthusiastic<br>excited<br>efficient<br>responsible<br>obstacles<br>frustration<br>'solve it together'<br>technique<br>solution<br>review<br>learning<br>strengths<br>success<br>self-review<br>celebrate<br>evaluate<br>family<br>loving<br>caring<br>safe<br>connected<br>difference<br>special<br>conflict<br>resolve<br>witness<br>bystander<br>bullying<br>gay<br>unkind<br>feelings<br>tell<br>consequences<br>hurtful<br>compliment<br>special<br>unique<br>similarity<br>oxygen | concerned<br>scared<br>relieved<br>global<br>communications<br>transport<br>interconnected<br>food journeys<br>climate<br>trade<br>inequality<br>needs<br>wants<br>rights<br>deprivation<br>united nations<br>equality<br>justice<br>happiness<br>celebrating<br>relationships<br>thank you<br>changes<br>birth<br>animals<br>babies<br>mother<br>growing up<br>grow<br>uterus<br>womb<br>nutrients survive<br>love<br>affection<br>care<br>puberty<br>control<br>puberty<br>male<br>female testicles<br>sperm | on purpose<br>bystander<br>witness<br>bully<br>problem solve<br>cyber bullying<br>text message<br>website<br>special<br>unique<br>different<br>characteristics<br>physical features<br>impression<br>changed<br>influence<br>accept<br>dream<br>hope<br>goal<br>feeling<br>determination<br>perseverance<br>disappointment<br>fears<br>hurt<br>positive<br>experiences<br>plans<br>cope<br>help<br>resilience<br>self-belief<br>motivation<br>perseverance<br>determination<br>commitment<br>team work<br>enterprise<br>design<br>cooperation | relief<br>acceptance<br>depression<br>souvenir<br>memento<br>memorial<br>memories<br>special<br>remember<br>special<br>vegetarianism<br>debate<br>respect<br>special pet<br>cope<br>feelings<br>love<br>appreciation<br>symbol<br>care<br>personal<br>characteristics<br>parents<br>sperm<br>egg<br>penis testicles<br>vagina<br>womb<br>ovaries<br>making love<br>fertilise<br>reproduction<br>puberty<br>menstruation<br>periods<br>circle seasons<br>change<br>control<br>emotions<br>acceptance | happiness<br>difference<br>culture<br>similarity<br>continuum<br>developing<br>world<br>plantation<br>celebration<br>artefacts display<br>presentation<br>dream<br>hope<br>goal<br>feeling<br>achievement<br>money<br>grown up<br>adult<br>lifestyle<br>job<br>career<br>profession<br>money<br>salary<br>contribution<br>society<br>determination<br>perseverance<br>motivation<br>aspiration<br>country<br>sponsorship<br>communication<br>support<br>rallying<br>team work<br>cooperation<br>choices<br>healthy<br>behaviour | personal<br>information<br>safe<br>choice<br>technology<br>communicate<br>vulnerable<br>self<br>self-image<br>body image<br>perception<br>aspects<br>affirmation<br>puberty<br>menstruation<br>periods<br>sanitary towels<br>sanitary pads<br>tampons ovary<br>vagina<br>womb<br>uterus<br>sperm<br>semen<br>testicles<br>testes<br>erection<br>ejaculation<br>wet dream<br>larynx<br>facial hair<br>growth spurt<br>hormone<br>relationships<br>conception<br>making love<br>sexual<br>intercourse<br>fallopian tube<br>fertilisation<br>pregnancy |
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|  |  |  |  | heartbeat<br>lungs<br>heart | penis<br>ovaries<br>egg<br>womb<br>vagina<br>stereotypes<br>task<br>roles<br>looking forward<br>excited<br>nervous<br>happy | review<br>learning<br>strengths<br>success<br>self-review<br>celebrate<br>evaluate<br>friendships<br>emotions<br>healthy<br>relationships<br>friendship<br>groups<br>value<br>embarrassed | looking forward<br>excited<br>nervous<br>anxious happy<br>jealous<br>miserable<br>apprehensive<br>peaceful<br>frustrated<br>unsure<br>uncertain | unhealthy<br>behaviour<br>informed<br>decision<br>pressure<br>emergency<br>procedure<br>recovery<br>position<br>calm<br>level-headed<br>body image<br>media<br>celebrity<br>altered<br>self-respect<br>eating problem<br>respect | embryo<br>umbilical cord<br>contraception<br>fertility<br>treatment (IVF)<br>teenager<br>milestone<br>perceptions<br>change<br>hope<br>manage<br>cope<br>opportunities<br>fear<br>excitement |
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## **Greater Depth**

What does "Mastery in PSHE" look like?

### **What is Mastery?**

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

### **What is Mastery in PSHE?**

In each Jigsaw Puzzle grid, the column marked 'Working beyond' gives assessment criteria for children working at Greater Depth. These grids allow teachers to assess whether their pupils are Greater Depth for PSHE or not, and increases parity of assessment across the school. Children that are deemed to be 'Working beyond' for the majority of the puzzle pieces over the year will be assessed as Greater Depth. Children that are able to join in confidently with discussions in PSHE sessions, sharing facts and linking them to their own ideas and views, are likely to be considered to be Greater Depth. They should be able to discuss ideas sensitively and respectfully and show thought and consideration for others, both in PSHE lessons and in general.

## **Examples of how we ensure Cultural Capital in PSHE**

### **The aim of PSHE teaching is to:**

- Give children the knowledge and skills they need to develop an understanding of themselves and the world around them and to be able to navigate their way through life
- Ensure children are well prepared for the changes and challenges they are likely to experience as they grow up (including puberty)
- Give children an understanding of different types of health (physical, mental, emotional) and how to keep themselves in good health
- Equip children to have empathy and understand how life can be different for different people
- Support children to discuss issues openly and ask questions in a safe space
- Instil respect in individuals for others
- Discuss topical issues and current affairs on a local, national and international level to aid understanding and develop links
- Make children aware of the importance of the local community and the part they play in the community
- Share experiences to further develop knowledge and understanding

Our curriculum intent includes planned opportunities to:

- Enrich and challenge all learners
- Develop the skills to prepare children for life in the world we live in
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Ensure a love and desire to learn following the Christian values and vision statement
- Allow children to reflect upon who they are as individuals and their roles in the world
- Understand the value of friends, family and communities
- Ensure children understand how they grow and change as they get older
- Develop ambitious vocabulary choices
- Learn in a stimulating environment both inside and outside the classroom
- Engage in purposeful learning, opportunities including: visits, visitors, workshops, theme days, outdoor learning and cookery
- Engage families in providing the skills and understanding to support as partners in learning
- Develop mastery skills by planning for breadth and depth
- Appreciate the world they live in and understand our local and global community

- Develop a voice to promote change and a confidence to speak out about issues that are important to us
- Develop the social, moral, spiritual and cultural development of all our learners
- Learn how to lead a healthy life
- Experiences to aspire and learn about different career opportunities

**Examples of how PSHE skills are relevant for future jobs:**

**Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:**

|                                                                    |
|--------------------------------------------------------------------|
| <b>Learning Objective:</b>                                         |
| <b>How you can use this learning for a job when you are older:</b> |

- Social worker
- Carer
- Nurse
- Counsellor
- PSHE Teacher
- Fitness trainer
- Dietician
- Family support worker