



Personal, Social, Health and Economic (PSHE) progression map – knowledge and skills

National Curriculum statement: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

During Key Stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf

Cultural capital is at the heart of EVERY Jigsaw PSHE lesson helping students to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels are integral.

Overview

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Whole School Topic	<u>Term 1</u> What does History teach us about responsibility? British Values: Individual Liberty	<u>Term 2</u> How do we celebrate difference? British Values: Tolerance of others	<u>Term 3</u> Planet Earth: what is special about our world? (Science and Geography focus)	<u>Term 4</u> What is brilliant about Bristol?	<u>Term 5</u> Why does the world need everyday heroes? British Values: mutual respect and tolerance	<u>Term 6</u> Fit for life: how can we keep ourselves healthy? (Sport and health focus)
Value	Responsibility	Respect	Resilience	Positivity	Kindness	Courage
Jigsaw Piece	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
British Values included	All	All	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	All	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs

Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
British Values included	All	All	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	All	Rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
British Values included	All	All	All	All	All	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
British Values included	All	All	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	All	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs

Skills and knowledge taken from attainment targets for each jigsaw piece.

	Year 3 knowledge	Year 3 Skills	Year 4 Knowledge	Year 4 Skills	Year 5 Knowledge	Year 5 Skills	Year 6 Knowledge	Year 6 Skills
Changing me								
Celebrating Difference	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels	I can tell you a time when my first impression of someone changed as I got to know them	I can explain why it is good to accept people for who they are	can explain the differences between direct and indirect types of bullying	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	I can explain ways in which difference can be a source of conflict or a cause for celebration	and can show empathy with people in either situation
Dreams and Goals	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude	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	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
Healthy Me	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe	I can express how being anxious or scared feels	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can identify feelings of anxiety and fear associated with peer pressure	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	I respect and value my body	I can evaluate when alcohol is being used responsibly, anti-socially or being misused	I can tell you how I feel about using alcohol when I am older and my reasons for this

	including who to go to for help				image pressures			
Relationships	I can explain how some of the actions and work of people around the world help and influence my life	and can show an awareness of how this could affect my choices	I can explain different points of view on an animal rights issue	and express my own opinion and feelings on this	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Changing Me	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	I recognise how I feel about these changes happening to me and know how to cope with these feelings	I can identify what I am looking forward to when I am in Year 5	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	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and	I recognise how I feel when I reflect on the development and birth of a baby