

# St Margaret's CEVA Primary School Progression Map



Subject: PSHE

Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance. Using the Jigsaw Scheme of Work across all age groups ensures progression in knowledge, attitudes, values and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Friendship</p> <p>Rules and expectations</p> <p>Emotions</p> <p>Valuing difference</p> <p>Me and my</p> <p>Relationships</p>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Being part of a class</li> <li>• Classroom rules</li> <li>• Rights and responsibilities</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences in everyone</li> <li>• Understanding bullying</li> <li>• Making new friends</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Safe and fair learning environment</li> <li>• Rights and responsibilities</li> <li>• Recognising feelings</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Self-identity and worth</li> <li>• Rules, rights and responsibilities</li> <li>• Recognising feelings</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Witnessing bullying</li> <li>• Compliments</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Being part of a class</li> <li>• Being a school citizen</li> <li>• Rules, rights and responsibilities</li> <li>• Recognising feelings</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Accepting self and others</li> <li>• Understanding bullying</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rules, rights and responsibilities</li> <li>• Democracy</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Cultural conflicts and how they can cause conflict</li> <li>• Racism</li> <li>• Types of bullying</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children's universal rights</li> <li>• Democracy</li> <li>• Anti-social behaviour</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Understanding bullying</li> <li>• Empathy</li> </ul>
Skills	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities</p>	<p>Knows how to behave in the classroom</p> <p>Is kind and considerate of others</p> <p>Responsible</p> <p>Listens to and understands different points of view</p> <p>Looks after things in the community</p>	<p>Empathy</p> <p>Self-awareness</p> <p>Motivation</p> <p>Social skills – how to deal with friendship issues</p> <p>Know right from wrong and the importance of following rules</p> <p>Looking after the</p>	<p>Explain why we have rules</p> <p>Explain some of the feelings someone might have when they lose something important to them</p> <p>Define and demonstrate co-operation and collaboration</p> <p>Identify people who they have a special relationship with</p> <p>Consider others' points of view</p> <p>Recognise that there are many</p>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</p> <p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Recognise that there are times when they might need to say 'no' to a friend</p> <p>Demonstrate strategies for working on a collaborative</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying</p> <p>Demonstrate strategies and skills for supporting others who are bullied</p> <p>Recognise and describe the difference between online and face-to-face bullying</p> <p>Recognise basic emotional needs, understand that they change according to</p>	<p>Show kindness and consideration to others at school, through an understanding of bullying and the consequences of positive and negative behavior</p> <p>Be responsible and trustworthy, know strategies to resolve difficult issues respectfully</p> <p>Understand the key values of friendship and different</p>

		<p>Works as part of a team</p> <p>Knows the class rules</p> <p>Understand relationships with friends and family</p> <p>Understand how to resolve conflict</p> <p>Can identify what emotion they are feeling</p> <p>Can regulate emotions and make sensible choices</p>	<p>school and local environment</p> <p>Begin to understand stereotypes</p> <p>Identify types of bullying</p>	<p>different types of family</p> <p>Reflect on listening skills</p> <p>Recognise the factors that make people similar to and different from each other</p> <p>Understand and explain some of the reasons why different people are bullied</p>	<p>task</p> <p>Recognise that different people can have different feelings in the same situation</p> <p>Give examples of strategies to respond to being bullied including what people can say and do</p>	<p>circumstance</p> <p>Recognise which situations are risky and suggest what someone should do when faced with a risky situation</p> <p>Define collaboration and describe the attributes needed to work collaboratively</p> <p>Explain what is meant by the terms: 'negotiation' and 'compromise'</p> <p>Describe strategies for resolving difficult issues or situations</p> <p>Define some key qualities of friendship</p> <p>Describe ways of making a friendship last</p> <p>Explain why friendships sometimes end</p> <p>Rehearse active listening skills</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism</p> <p>Consider how discriminatory behaviour can be challenged</p> <p>Identify what things make a relationship unhealthy</p> <p>Identify who they could talk to if they needed help</p>	<p>relationships and the emotional needs of ourselves and others</p> <p>Listen to, and understand, different viewpoints and know how to negotiate and compromise</p> <p>Be honest and reflective, understand how to be safe online and how to keep personal information safe</p> <p>Look after our community, through understanding the benefits of a diverse society and mutual respect</p> <p>Work as part of a team and understand how to work collaboratively.</p>
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Reading other emotions</p> <p>Fair and unfair</p> <p>Resolving problems</p> <p>Friendship Keeping myself safe</p> <p>Rights and Responsibilities</p>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Identifying successes and achievements</li> <li>• Tackling new challenges</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Being safe</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Group co-operation</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Managing feelings</li> <li>• Simple budgets</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Food labelling and healthier swaps</li> <li>• Attitudes to drugs</li> <li>• Keeping safe</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Achieving goals</li> <li>• Resilience</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Peer pressure</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Future dreams</li> <li>• Importance of money</li> <li>• Jobs and careers</li> <li>• Supporting others (charity)</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol and anti-social behavior</li> <li>• Emergency aid</li> <li>• Healthy choices</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Personal learning goals</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation</li> <li>• Managing stress</li> </ul>
Skills	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Understand relationships with friends and family</p> <p>Understand how to resolve conflicts</p> <p>Feel proud on behalf of friends when they have done something well</p> <p>Express how they feel when they lose someone or something they care about</p> <p>Identify healthy and unhealthy choices</p> <p>Can keep themselves clean at school</p> <p>Develop independence</p> <p>Be honest and reflective</p>	<p>Understand why we set realistic goals</p> <p>Recognise own areas for development and those of others</p> <p>Understand group co-operation and work collaboratively</p> <p>Know how to keep themselves healthy in mind and body; make healthy choices related to eating, nutrition and relaxation</p> <p>Understand how medicines work in their body and how important it is to use them safely</p>	<p>Define what a volunteer is</p> <p>Identify key people who are responsible for them to stay safe and healthy</p> <p>Understand the difference between 'fact' and 'opinion'</p> <p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Explain that people earn their income through their jobs</p> <p>Explain how some infectious illnesses are spread from one person to another</p> <p>Develop skills in discussion and debating an issue</p> <p>Explain some of the different talents and skills that people have and how skills are developed</p>	<p>Identify their hopes and dreams for the future</p> <p>Know and explain strategies for keeping safe online</p> <p>Understand online etiquette</p> <p>Explain how different people in the school and local community help them stay healthy and safe</p> <p>Understand the reason we have rules</p> <p>Begin to understand the effects of smoking and alcohol on the body</p> <p>Know what peer pressure is</p>	<p>Identify their dreams for the future</p> <p>Recognise the importance of money</p> <p>Identify their dream job or career and the pathway that they need to follow in order to achieve this</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group</p> <p>Recognise ways of supporting their local community and why some people choose to do this (supporting charities)</p> <p>Understand concepts of basic first-aid and how to respond in an emergency situation</p>	<p>Be kind and considerate to others and to ourselves and understand how to keep your body healthy and mind</p> <p>Be responsible when using social media and know the legal age of having accounts</p> <p>Know how to be trustworthy with money, through knowing the cost of items and the benefits of saving money</p> <p>Listen to and understand different points of view and understand the difference between a fact and an opinion</p> <p>Be honest and reflective when discussing risks and how to reduce risks and keep themselves safe</p>

						<p>Know how to make healthy choices to keep themselves safe and well</p> <p>Know and explain the effects of smoking and alcohol on the body</p> <p>Explain what is meant by anti-social behavior</p> <p>Know how to develop my own self-esteem</p>	
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Being my best</p> <p>Growing and changing</p> <p>Different opinions</p> <p>Transition</p>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Being a good friend</li> <li>• Tackling new challenges</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Changes in me</li> <li>• Differences in male and female bodies</li> <li>• Transition</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Friendship</li> <li>• Trust and appreciation</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Differences in male and female bodies</li> <li>• Transition</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship</li> <li>• Keeping safe online</li> <li>• Being aware of how my choices affect others</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Inside and outside body changes</li> <li>• Transition</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Getting on and falling out</li> <li>• Love and loss</li> <li>• Showing appreciation</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Puberty and menstruation</li> <li>• Confidence</li> <li>• Transition</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Being self esteem</li> <li>• Keeping safe online</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Puberty for girls and boys</li> <li>• Transition</li> </ul>	<p><b>Jigsaw Scheme:</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Love and loss</li> <li>• Keeping safe online</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Boyfriends and girlfriends</li> <li>• Transition and preparing for Secondary School</li> </ul>
Skills	<p>Children take account of one another's ideas about how to organise their activity</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>They are confident to speak in a familiar group, will talk about their ideas</p> <p>They say when they do or don't need help</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</p>	<p>Identify when something needs to be shared with an adult</p> <p>Understand the difference between teasing, being unkind and bullying</p> <p>Identify adults who are there to help us</p> <p>Understand that change happens</p>	<p>Identify things that cause conflict with friends</p> <p>Demonstrate how to use positive problem-solving techniques</p> <p>Understand that there are different types of family</p> <p>Dealing with change</p> <p>Recognise the physical differences between boys and girls</p> <p>Knowing the scientific names for the body parts</p> <p>Understanding the difference between secrets and surprises and that some secrets shouldn't be kept</p> <p>Recognise people who</p>	<p>Identify situations which are safe or unsafe</p> <p>Define the words danger and risk and explain the difference between the two</p> <p>Identify risk factors in given situations; Evaluate the validity of statements relating to online safety</p> <p>Demonstrate strategies for assessing risks</p> <p>Identify different types of relationships</p> <p>Understand what is meant by the term body space (or personal space)</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Understand that a baby grows in a woman's uterus</p>	<p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Understand the ways in which they can contribute to the care of the environment</p> <p>Identify qualities and attributes of people who support the school community</p> <p>Describe some of the changes that happen to people during their lives</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Identify the changes that bodies go through during puberty</p> <p>Know the key facts of the menstrual cycle</p>	<p>Recognise that there are positive and negative risks</p> <p>Explain how to weigh up risk factors when making a decision</p> <p>Understand and explain the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these</p> <p>Explain strategies they can use to build resilience</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly</p>	<p>Be kind and considerate of others when discussing sensitive topics</p> <p>Be responsible and trustworthy and understand how to get/give support</p> <p>Listen to and understand different points of view about families</p> <p>Be honest and reflective and understand the influence of the media on body image and gender stereotypes</p> <p>Be reflective and respectful online and know how to keep themselves safe online</p> <p>Understand the dangers of drugs and alcohol</p>

	<p>They work as part of a group or class, and understand and follow the rules</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride</p>		<p>can help me in my family</p> <p>Understand how the body changes as they grow</p> <p>Showing respect for elders</p> <p>Independence</p> <p>Transition</p>	<p>Know what a baby needs to survive</p>		<p>in relation to inappropriate touch Suggest ways to help someone who is separated from someone or something they like</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Recognise that some people can get bullied because of the way they express their gender</p> <p>Identify some products that they may need during puberty and why</p> <p>Recognise how our body feels when we're relaxed and nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p>	<p>Understand how to keep our community safe and why there are laws relating to drugs and alcohol</p>
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## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Children in Year 1 understand their own emotions and develop strategies for how to deal with them</p> <p>They develop confidence to share worries with an adult about a wide range of issues</p> <p>They have a good understanding of how to be healthy and how to make healthy lifestyle choices</p> <p>Know how to keep safe everyday</p> <p>To understand how to resolve friendship problems</p>	<p>Children in Year 2 will be able to identify, recognise and express a range of feelings</p> <p>They will know that feelings, thoughts and behaviour are linked</p> <p>They can recognise when they are becoming overwhelmed by feelings</p> <p>They know that it is OK to have any feeling, but not OK to behave in any way I feel like</p> <p>They know who they can go to if they need help</p> <p>They know how to take care of their bodies.</p>	<p>Children in Year 3 will develop their knowledge with being a good friend and with how to adapt to changes</p> <p>Children will understand and value differences</p> <p>They will understand how to be fire safe and road safe</p> <p>Children understand changes and how they grow</p>	<p>Children in Year 4 have developed their knowledge with dealing with conflict, anger and new challenges</p> <p>They will have an understanding of who they are and their relationships with others</p> <p>They know how to keep safe and who in the community is there to help and support</p> <p>They will understand changes that will occur to their body and how to keep healthy</p>	<p>Children in Year 5 have developed their knowledge of their emotions and responses to different situations</p> <p>They know how to manage their behavior and feelings</p> <p>They know how their bodies will begin to change as they become a teenager and how to keep themselves safe and healthy</p>	<p>Children in Year 6 have a well-developed knowledge of themselves and how to support themselves when faced with new situations and feelings</p> <p>They are well prepared for new experiences at secondary school and know the rights and responsibilities they hold in the world, both on and off line</p>

## Key Vocabulary

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Friend Relationship Conflict Resolution Consequence Emotion Rules Behavior Respect	Relationship Conflict Resolution Proud Bullying Healthy Emotion Honest Reflect	Stereotype Co-operation Collaboration Healthy Lifestyle Nutrition Relaxation Emotion Well-Being Secret	Relationship Responsible Fact Opinion Income Saving Secret Personal Space / Body Space	Citizen Emotion Strategy Peer Pressure Puberty Menstrual Cycle Menstruation Uterus Fallopian Tube Ovary Ovum Physical Penis Vagina	Online Bullying Face-to-Face Bullying Direct Bullying Indirect Bullying Negotiation Discrimination Compromise Empathise Anti-social behavior Self-Esteem Risk Resilience Puberty Penis Vagina Uterus Ovum Sperm	Consideration Consequence Responsibility Independent Social Media Respectful Body Image Law Legal Reflective Discrimination Gender Stereotypes Negotiate Compromise Fact Opinion Empathy Influence Trustworthy