



PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings) .							
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EYFS

EYFS (Following Interests)	In EYFS we follow Birth to Five Matters and the Progression of Skills to track children's progress in PSHE.						
Taught knowledge through play (key objectives in bold)	<ul style="list-style-type: none"> - Know they have a right to learn and play, safely and happily - Know that some people are different from themselves - Know that hands can be used kindly and unkindly - Know special things about themselves 	<ul style="list-style-type: none"> - Know what a family is - Know that different people in a family have different responsibilities (jobs) - Know some of the characteristics of healthy and safe friendships - Know that friends sometimes fall out - Know some ways to mend a friendship - Know that unkind words can never be taken back and they can hurt - Know how to use Jigsaw's Calm Me to help when feeling angry 	<ul style="list-style-type: none"> - Know what the word 'healthy' means - Know some things that they need to do to keep healthy - Know the names for some parts of their body - Know when and how to wash their hands properly - Know how to say no to strangers - Know that they need to exercise to keep healthy - Know how to help themselves go to 	<ul style="list-style-type: none"> - Know what being unique means - Know the names of some emotions such as happy, sad, frightened, angry - Know why having friends is important - Know some qualities of a positive friendship - Know that they don't have to be 	<ul style="list-style-type: none"> - Know what a challenge is - Know that it is important to keep trying - Know what a goal is - Know how to set goals and work towards them - Know which words are kind - Know some jobs that they might like to do 	<ul style="list-style-type: none"> - Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know who to talk to if they are feeling worried - Know that sharing how they feel can help solve a worry - Know that remembering happy 	



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	- Know that being kind is good	- Can identify what jobs they do in their family and those carried out by parents/carers and siblings	- Know what to do if they get lost	- Know what being proud means and that people can be proud of different things	- Know that they must work hard now in order to be able to achieve the job they want when they are older	- Recognise that changing class can elicit happy and/or sad emotions
	- Identify feelings associated with belonging	- Can suggest ways to make a friend or help someone who is lonely	- Can explain what they need to do to stay healthy	- Know that people can be good at different things	- Know when they have achieved a goal	- Can say how they feel about changing class/ growing up
	- Skills to play co-operatively with others	- Can use different ways to mend a friendship	- Recognise how exercise makes them feel	- Know that families can be different	- Understand that challenges can be difficult	- Can identify how they have changed from a baby
	- Be able to consider others' feelings	- Can recognise what being angry feels like	- Can give examples of healthy food	- Know that people have different homes and why they are important to them	- Resilience	- Can say what might change for them they get older
	- Identify feelings of happiness and	- Can use Calm Me when angry or upset	- Can explain what to do if a stranger approaches them	- Know that people can be good at different things	- Recognise some of the feelings linked to perseverance	- Can identify positive memories from the past year in
			- Can explain how they might feel if they don't get enough sleep	- Know that people can be good at different things		
		- Recognise how different foods can make them feel	- Know that people can be good at different things			



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	<p>sadness</p> <ul style="list-style-type: none"> - Be responsible in the setting 				<ul style="list-style-type: none"> - ways of making friends - Know different ways to stand up for myself - Recognise emotions when they or someone else is upset, frightened or angry - Identify and use skills to make a friend - Identify some ways they can be different and the same as others - Identify and use 	<ul style="list-style-type: none"> - Recognise how kind words can encourage people - Talk about a time that they kept on trying and achieved a goal - Be ambitious - Feel proud - Celebrate success 	<p>school/home</p>
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					<p>skills to stand up for themselves</p> <ul style="list-style-type: none"> - Identify feelings associated with being proud - Identify things they are good at - Be able to vocalise success for themselves and about others successes - Recognise similarities and differences between their family and other families 		
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Key Vocab	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
RSE	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even</p>	<p>PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</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>PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p>	<p>PSED – ELG: SELF-REGULATION 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>PSED ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>PSED ELG – SELF-REGULATION 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</p>	<p>PSED – ELG: SELF-REGULATION 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>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>



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	<p>when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>				<p>instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p>instructions involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p>	
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Year 1							
Taught knowledge (key objectives in bold) Social & emotional skills	<ul style="list-style-type: none"> - Understand their own rights and responsibilities with their classroom - Understand that their choices have consequences - Understand that their views are important - Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> - Know that everyone's family is different - Know that families are founded on belonging, love and care - Know that physical contact can be used as a greeting - Know how to make a friend - Know who to ask for help in the school community - Know that there are lots of different types of families - Know the characteristics of healthy and safe friends 	<ul style="list-style-type: none"> - Know the difference between being healthy and unhealthy - Know some ways to keep healthy - Know how to make healthy lifestyle choices - Know that all household products, including medicines, can be harmful if not used properly - Know that medicines can help them if they feel poorly - Know how to keep safe when crossing the road - Know how to keep themselves clean and healthy 	<ul style="list-style-type: none"> - Know what bullying means - Know who to tell if they or someone else is being bullied or is feeling unhappy - Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> - Know how to set simple goals - Know how to achieve a goal - Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them - Know when a goal has been achieved 	<ul style="list-style-type: none"> - Know the names of male and female private body parts - Know that there are correct names for private body parts and nicknames, and when to use them - Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these 	



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	<ul style="list-style-type: none"> - Understand that they are safe in their class - Identifying helpful behaviours to make the class a safe place - Understand that they have choices - Understanding that they are special - Identify what it's like to feel proud 	<ul style="list-style-type: none"> - Know about the different people in the school community and how they help - Can express how it feels to be part of a family and to care for family members - Can say what being a good friend means - Can identify forms of physical contact they prefer - Can say no when they receive a touch they don't like - Can show skills of friendship - Can praise themselves and others 	<ul style="list-style-type: none"> - Know that germs cause disease/illness - Know about people who can keep them safe - Keep themselves safe - Recognise how being healthy helps them to feel happy - Recognise ways to look after themselves if they feel poorly - Recognise when they feel frightened and know how to ask for help - Feel good about themselves when they make healthy choices - Realise that they are special 	<ul style="list-style-type: none"> - Know skills to make friendships - Know that people have differences and similarities - Identify what is bullying and what isn't - Understand how being bullied might feel - Recognise ways in which they are the same as their friends and ways they are different 	<ul style="list-style-type: none"> - Know how to work well with a partner - Know that tackling a challenge can stretch their learning - Recognise things that they do well - Explain how they learn best - Recognise their own feelings when faced with a challenge/obstacle 	<ul style="list-style-type: none"> - Know who to ask for help if they are worried or frightened - Know that animals including humans have a life cycle - Know that changes happen when we grow up - Know that people grow up at different rates and that is normal
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	<ul style="list-style-type: none"> of an achievement - Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> - Can recognise some of their personal qualities - Can say why they appreciate a special relationship 		<ul style="list-style-type: none"> - Know ways to help a person who is being bullied - Identify emotions associated with making a new friend - Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> - Recognise how they feel when they overcome a challenge/obstacle - Celebrate an achievement with a friend - Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> - Know that learning brings about change - Understand and accept that change is a natural part of getting older - Can suggest ways to manage change, e.g. moving to a new class - Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
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								- Can express why they enjoy learning
Key Vocab	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping		



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Year 2						
Taught knowledge (key objectives in bold) Social & emotional skills	<ul style="list-style-type: none"> - Understand the rights and responsibilities of class members - Know about rewards and consequences and that these stem from choices - Know that it is important to listen to other people - Understand that their own views are valuable 	<ul style="list-style-type: none"> - Know that there are lots of forms of physical contact within a family - Know how to stay stop if someone is hurting them - Know there are good secrets and worry secrets and why it is important to share worry secrets - Know what trust is - Know that everyone's family is different - Know that families function well when there is trust, respect, care, love and co-operation 	<ul style="list-style-type: none"> - Know what their body needs to stay healthy - Know what relaxed means - Know why healthy snacks are good for their bodies - Know which foods given their bodies energy - Know that it is important to use medicines safely - Know what makes them feel relaxed/stressed - Know how medicines work in their bodies 	<ul style="list-style-type: none"> - Know the difference between a one-off incident and bullying - Know that sometimes people get bullied because of difference - Know that friends can be different and still be friends - Know there are stereotypes 	<ul style="list-style-type: none"> - Know how to choose a realistic goal and think about how to achieve it - Know that it is important to persevere - Know how to recognise what working together well looks like - Know what good group-working looks like 	<ul style="list-style-type: none"> - Know the physical differences between male and female bodies - Know that private body parts are special and that no one has the right to hurt these - Know who to ask for help if they are worried or frightened - Know there are different types of touch and that some are



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	<ul style="list-style-type: none"> - Know that positive choices impact positively on self-learning and the learning of others - Identifying hopes and fears for the year ahead - Know how to make their class a safe and fair place - Show good listening skills - Be able to work co-operatively 	<ul style="list-style-type: none"> - Know some reasons why friends have conflicts - Know that friendships have ups and downs and sometimes change with time - Know how to use the Mending Friendships or Solve it together problem-solving methods - Can identify the different roles and responsibilities in their family - Can recognise the value that families can bring - Can recognise and talk about the types of physical contact that is acceptable or unacceptable 	<ul style="list-style-type: none"> - Know how to make some healthy snacks - Feel positive about caring for their bodies and keeping it healthy - Have a healthy relationship with food - Desire to make healthy lifestyle choices - Identify when a feeling is weak and when a feeling is strong - Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> - about boys and girls - Know where to get help if being bullied - Know that it is OK not to conform to gender stereotypes - Know it is good to be yourself - Know the difference between right and wrong and the role that 	<ul style="list-style-type: none"> - Know how to share success with other people - Recognise how working with others can be helpful - Be able to work effectively with a partner - Be able to choose a partner with whom they work well 	<ul style="list-style-type: none"> - acceptable and some are unacceptable - Know the correct names for private body parts - Know that life cycles exist in nature - Know that aging is a natural process including old age - Know that some changes are out of an individual's control
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PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings) .							
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	<ul style="list-style-type: none"> - Recognise own feelings and know when and where to get help - Recognise the feeling of being worried 	<ul style="list-style-type: none"> - Can identify the negative feelings associated with keeping a worry secret - Can identify who they trust in their own relationships - Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict - Can identify the feelings associated with trust - Can give and receive compliments - Can say who they would go to for help if they were worried or scared 		<ul style="list-style-type: none"> choice has to play in this - Explain how being bullied can make someone feel - Know how to stand up for themselves when they need to - Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> - Be able to work as part of a group - Be able to describe their own achievements and the feelings linked to this - Recognise their own strengths as a learner - Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> - Know how their bodies have changed from when they were a baby and that they will continue to change as they age - Can say who they would go to for help if worried or scared - Can say what types of touch they find comfortable/uncomfortable
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PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
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	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
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					<ul style="list-style-type: none"> - Understand that boys and girls can be similar in lots of ways and that is OK - Understand that boys and girls can be different in lots of ways and that is OK - Can choose to be kind to someone who is being bullied - Recognise that they shouldn't judge people 		<ul style="list-style-type: none"> - Be able to confidently ask someone to stop if they are being hurt or frightened - Can appreciate that changes will happen and that some can be controlled and others not - Be able to express how they feel about changes - Show appreciation for people who are older
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PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

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					because they are different		<ul style="list-style-type: none"> - Can recognise the independence and responsibilities they have now compared to being a baby or toddler - Can say what greater responsibilities and freedoms they may have in the future - Can say what they are looking forward to in the next year
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Key Vocab	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
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Relationships Education (RSE) – By the end of primary, pupils should know:

<p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p>	<p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time</p>	<p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others'</p>
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PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

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difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and	or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,	together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and	of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to	families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe,
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<p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and</p>	<p>including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important</p>	<p>an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy</p>
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	(R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking	manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by	(R24) how information and data is shared and used online. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult	friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and		friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect
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	<p>and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others</p>	<p>pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and</p>	<p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so - (R32) where to get advice e.g. family, school and/or other sources.</p>	<p>welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy</p>		<p>by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including</p>
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	(including in a digital context) (R32) where to get advice e.g. family, school and/or other sources. -	the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so - (R32) where to get advice e.g. family, school and/or other sources.		or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different		in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for
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					<p>preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of</p>		<p>advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p>
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PSHE (JIGSAW) & RSE Progression of Skills 2021-2022

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
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					authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and		
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					adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and		
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					<p>principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in</p>		
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					<p>friendships with peers and others (including in a digital context) (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family,</p>		
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