

PSHE Progression



Intent

At Pierrepont Gamston Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area, including SRE.

The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Implementation

The Jigsaw programme is spread across six puzzles (units), that are taught across the school; the learning deepens and broadens every year. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle display, celebrating what the children have explored throughout the unit. We introduce each session with the Jigsaw Charter, that helps to ensure that each child has a voice and the right to give their own opinions as well as the chance to listen to others. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, learning behaviour focus, school values, school rules, through relationships child to child, adult to child and adult to adult across the school.

Impact

The impact of teaching PSHE through the Jigsaw programme will be seen across the school with the children’s increased emotional literacy, ability to regulate their emotions and through their good behaviour, attitudes to learning and their respect, care and understanding for and of each other. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community and beyond.

Level expected at the end of EYFS

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children’s spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the ‘personal development’ judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the ‘behaviour and attitudes’ judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Safeguarding

The [statutory guidance on safeguarding for children in schools and colleges](#) requires schools to ‘ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum’. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance [Inspecting Safeguarding in Early Years, Education and Skills Settings](#), including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example ‘sexting’

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

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.

<p>differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Understanding the World (Technology) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>		<ul style="list-style-type: none"> • substance misuse • domestic abuse • female genital mutilation • forced marriage • poor parenting <p>The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that ‘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’.</p>					
Key Area	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn. • I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends’ choices and can • express why some choices are better than others. 	<ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. • I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	<ul style="list-style-type: none"> • I can explain why being listened to and listening to others is important in my school community. • I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make. 	<ul style="list-style-type: none"> • I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self- identity. • I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. • I can also express a level of independence while maintaining positive relationships with others.
Celebrating difference	<ul style="list-style-type: none"> • I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. • I can explain what bullying is and how being bullied might make somebody feel. 	<ul style="list-style-type: none"> • I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. • I can also explain why it is OK to be different from my friends. 	<ul style="list-style-type: none"> • I can describe different conflicts that might happen in family • or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. • I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	<ul style="list-style-type: none"> • I can tell you a time when my first impression of someone changed as I got to know them. • I can also explain why bullying might be difficult to spot and what to do about it if I’m not sure. • I can explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict or a cause for celebration. • I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> • I can explain why different forms of positive and negative prejudice and discrimination happen. • I can challenge my own and others’ attitudes and values and accept difference in others. <ul style="list-style-type: none"> ◦ I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.
Dreams and Goals	<ul style="list-style-type: none"> • I can explain how I feel when I am successful and how this can be celebrated positively. 	<ul style="list-style-type: none"> • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how 	<ul style="list-style-type: none"> • I can explain the different ways that help me learn and what I need to do to improve. 	<ul style="list-style-type: none"> • I can plan and set new goals even after a disappointment. • I can explain what it means to be resilient 	<ul style="list-style-type: none"> • I can compare my hopes and dreams with those of young people from different cultures. • I can reflect on the hopes and dreams of young 	<ul style="list-style-type: none"> • I can explain different ways to work with others to help make the world a better place. 	<ul style="list-style-type: none"> • I can explain how internal and external factors might affect my own dreams and goals as I get older. • I can explain why breaking a dream or goal into

	<ul style="list-style-type: none"> I can say why my internal treasure chest is an important place to store positive feelings. 	<p>our skills complemented each other.</p> <ul style="list-style-type: none"> I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	and to have a positive attitude.	people from another culture and explain how this makes me feel.	<ul style="list-style-type: none"> I can explain what motivates me to make the world a better place. 	<p>smaller steps is a helpful strategy.</p> <ul style="list-style-type: none"> I can also offer a range of strategies that I could use to overcome obstacles and remain positive.
Healthy Me	<ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. 	<ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<ul style="list-style-type: none"> I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.
Relationships	<ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. 	<ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. 	<ul style="list-style-type: none"> I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.
Changing Me	<ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. 	<ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. 	<ul style="list-style-type: none"> I can explain how boys' and girls' bodies change on the inside/outside 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. 	<ul style="list-style-type: none"> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of 	<ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during 	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. 	<ul style="list-style-type: none"> I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change.

	<ul style="list-style-type: none">I can explain why some changes I might experience might feel better than others.	<ul style="list-style-type: none">I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	<ul style="list-style-type: none">I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	<p>the choices that I have no control over. I can offer some suggestions about how I might manage</p> <ul style="list-style-type: none">my feelings when changes happen.	<p>puberty, and that I accept these changes might happen at different times to my friends.</p>		
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