



## PSHE Planning Progression Document



PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to achieve highly and are set up to succeed. We help children know how to keep physically and mentally healthy.

At Sandhill PSHE is taught using the Jigsaw scheme of work. The following document explains how the scheme supports progression in learning and assessment.

Each of the 6 'puzzles' has a built-in assessment task towards the end. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group: Working towards, Working at, and Working beyond.

At the beginning of a Puzzle, children can be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve.

The objectives for planning and assessment are based on the Working at attainment descriptors. The Greater Depth objectives are based on the Working beyond attainment descriptors.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

**Key Vocabulary for each unit of work is listed under each year group.**

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b> <b>Autumn 1</b>	I understand how it feels to belong and that we are similar and different I understand how feeling happy and sad can be expressed I can work together and consider other people's feelings	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be	I know how to use my jigsaw journal I understand my rights and responsibilities as a member of my class I understand the rights and responsibilities as a member for my class I know my views	I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and school. I can listen to other people and contribute my own ideas about rewards and	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I can face new challenges positively, make responsible choices and ask for	I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the school	I can face new challenges positively and know how to set personal goals I know how to use my jigsaw journal I understand my rights and responsibilities as a citizen of my country I understand my	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many children these rights are not met.

	<p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means</p>	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>and values and can contribute to the learning charter</p>	<p>Consequences.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect others and I care about other people's feelings</p> <p>I can make responsible choices and take action.</p> <p>I understand my actions affect others and try to see things from their points of view.</p>	<p>council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>
<b>Vocabulary</b>	<p>Feelings, similar, different, special, kind, family, friends, rights, gentle, kind, happy, sad, responsibility</p>	<p>Feelings, similar, different, special, kind, family, friends, rights, gentle, kind, happy, sad, responsibility</p>	<p>Belonging, rights, responsibilities, learning charter, values, rewards, proud, choices, consequences</p>	<p>Hopes, fears, rights, responsibilities, contribute, ideas, learning charter, rewards, consequences, choices</p>	<p>Worth, positive, achievements, jigsaw journal, challenges, rules, rights, responsibilities, actions, choices</p>	<p>Attitudes, actions, others, different, team, class, jigsaw journal, school community, rules, roles, democracy, school council, actions, others, feelings, empathy, groups, decisions,</p>	<p>Challenges, personal goals, jigsaw journal, rights, responsibilities, citizen, country, choices, behaviour, rewards, consequences, feelings individual, impact</p>	<p>Goals, fears, worries, future, express, jigsaw journal, children, universal rights, actions, locally, globally, choices, behaviour, rewards, consequences, behaviour, impact, democracy, school community</p>
<b>Celebrating Difference</b>	<p>I know how it feels to be proud of</p>	<p>I can identify something I am</p>	<p>I can identify similarities</p>	<p>I am starting to understand that</p>	<p>I understand that everyone's family</p>	<p>I understand that, sometimes, we</p>	<p>I understand that cultural</p>	<p>I understand that there are different</p>

<p><b>Autumn 2</b></p>	<p>something I am good at. I can tell you one way I am special and unique. I know that all families are different. I know there are lots of different houses and homes. I can tell you how I could make new friends. I can use my words to stand up for myself.</p>	<p>good at and know everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people I could talk to if I feel unhappy or I am being bullied I know how to make new friends I can tell you some ways I am different from my friends</p>	<p>sometimes people make assumptions about boys and girls I am starting to understand that sometimes people make assumptions about boys and girls I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is ok to be different from other people and to be friends with them I can tell you some ways I am different from my friends</p>	<p>is different and important to them I understand that differenced and conflicts sometimes happen between family members I know what it means to be a witness to bullying I understand that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>make assumptions based on what someone looks like I understand what influences me to make assumptions based on what people look like I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure I can tell you why witnesses sometimes join in with bullying and don't tell I can identify what is special about me and value the ways that I am unique I can tell you about a time when my first impression of someone changed when I got to know them</p>	<p>differences sometimes cause conflict I understand what racism is I understand that rumour spreading and name calling can be bullying behaviours I can explain the difference between direct and indirect forms of bullying I can compare my life with people in the developing world I can understand a different culture to my own</p>	<p>perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing life's I can explain ways in which differences can be a source of conflict and a cause for celebration</p>
<p><b>Vocabulary</b></p>	<p>Feelings, proud, special, unique, family, different, new, friends, houses, homes</p>	<p>Identify, good, different, special, kind, friends, unkind, houses, homes</p>	<p>Similarities, differences, bullying, unhappy, happy, feelings, friends, different, new</p>	<p>Assumptions, boys, girls, different, bullying, right, wrong, identify, myself, friends</p>	<p>Family, different, important, conflict, family members, bullying, witness, situation, words, hurtful, feelings, consequences</p>	<p>Assumptions, looks, influences, bullying, witness, special, unique, value, first impression, changes</p>	<p>Culture, cultural, differences, conflict, racism, rumours, bullying, spreading, behaviour, direct, indirect, developing worlds, comparing,</p>	<p>Perceptions, normal, different, power, bullying, behaviour, examples, disabilities, conflict, celebration, causes, amazing examples</p>

							different	
<b>Dreams and Goals</b> <b>Spring 1</b>	<p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal</p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I can set simple goals</p> <p>I can set a goal and work out how to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles which might make it more difficult to achieve my challenge and can work out how to overcome them</p> <p>I can tell you how I feel when I succeed at a new challenge and how I celebrate it</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can carry on trying even when I find things difficult</p> <p>I can recognise who I work well with and who is more difficult for me to work with</p> <p>I can work well in a group</p> <p>I can tell you some ways I worked well with my group</p> <p>I know how to share success with other people</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new challenges and working out the best way for me to achieve them</p> <p>I am motivated and enthusiastic about achieving a new challenge</p> <p>I can recognise obstacles that might hinder my achievements and can take steps to overcome them</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to the groups achievements</p>	<p>I understand that I will need money to help me achieve some of my goals and dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve this</p> <p>I can describe the hopes and dreams of young people in a different culture to mine</p> <p>I understand that communicating with someone in a different culture means we learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage</p>	<p>I know my learning strengths and can set challenges but realistic goals for myself</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe the ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>

							my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this through sponsorship	
<b>Vocabulary</b>	Challenge, try, never give up, goals, jobs, proud, dreams, easy, hard, help, encourage	Preserve, try, tackle, challenges, achieve, goal, kind, unkind, proud, jobs	Simple goals, achieve, working hard, partner, tackle, challenges, learning, obstacles, difficulty, succeed, celebrate	Realistic goals, achieve, difficult, work, group, well, share, success, succeed	Difficulty, challenges, achieved, success, dreams, ambition, motivated, enthusiastic, obstacles, hinder, achievements, evaluate, learning, processes	Hopes, dreams, true, hurt, reflecting, positive, experiences, counteract, disappointment, new goals, achieve, success, successful, contribute, ideas, group, myself	Money, achieve, goals, dreams, jobs, different, explore, motivate, culture, communicating, learning, support, peers, abroad, inspiration, aspiration, abroad, suggest, sponsorship	Learning strengths, challenges, realistic goals, motivate, problems, concerns, help, better, admire, accept, praise
<b>Healthy Me Spring 2</b>	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I can tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I know how to	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not do healthy and can make healthy eating choices I know how to help myself get to sleep and understand why sleep is good for	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease and illness I know that all household	I know what I need to keep my body healthy I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely	I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitudes towards drugs I can identify things, people and places that I need	I recognise how different friendships groups are formed and how I fit into them and the friends I value the most I understand that there are people who take on the roles of leaders or followers in a group and I know the role I take on in different situations I understand the facts about smoking and its effect on health,	I know the health risks of smoking and can tell you how tobacco affects the liver, lungs and heart I know some of the risks of misusing alcohol, including anti-social behaviour and how it affects the liver and heart I know and can put into practise basic emergency aid procedures( including the recovery position)	I can take responsibility for my health and make choices that benefit my health and well-being I know about different types of drugs and their uses and effects on the body, particularly the liver and heart I understand that some people are exploited and made to do things that are against the law

	<p>help myself go to sleep and that sleep is good for me. I can wash my hands and know it is important to do this before I eat and after I go to the toilet. I know what to do if I get lost and how to say NO to strangers</p>	<p>me I can wash my hands thoroughly and understand why this is so important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>products can be harmful if not properly used I understand that medicines can help me if I feel poorly and how to use them safely I know how to keep safe when crossing the road and about people who can help me stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I can sort food into the correct food groups and know which foods my body needs every day to keep healthy I can make some healthy snacks and explain why they are good for my body I can decide which foods to eat to give my body energy</p>	<p>to keep safe from, and can tell you some strategies for keeping myself safe, including who to go to for help I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it</p>	<p>and also some of the reasons people start to smoke I understand the facts about alcohol and its effect on healthy, particularly the liver and also some of the reasons people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>and know how to get help in emergency situations I understand how the media, social media and celebrate culture promotes certain body types I can describe the different roles that food plays in peoples life's and can explain how people can develop eating disorders relating to body image pressure I know what makes a healthy lifestyle including eating healthy and the choices I need to make to be happy and heathy</p>	<p>I know why some people join gangs and the risk that are involved I understand what it means to be emotionally well and can explore people attitudes towards mental health/illness I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p>
<b>Vocabulary</b>	Fit, healthy, body, active, heart, breathing, food, clean, sleep, no, safe, lost, help, stranger	Exercise, body, healthy, unhealthy, sleep, rest, stranger, eat, wash hands	Different, healthy, unhealthy, lifestyle choices, clean, germs, disease, illness, households, products, harmful, medicines, safely, road safety, amazing, safe	Body, healthy, relaxed, stressed, medicines, safely, food, food groups, healthy snacks, energy	Body, exercise, heart, lungs, organs, calories, fat, sugar, health, attitudes, drugs, people, places, safe, strategies, unsafe, feelings, complex	Relationships, different, groups, friends, values, roles, leaders, followers, situations, smoking, health, alcohol, pressure, resist, liver, right, wrong, believes	Health risks, smoking, tobacco, liver, lungs, heart, organs, risks, misuse, alcohol, anti-social behaviour, emergency, recovery position, procedures, situations, media, social media, culture, celebrity	Responsibilities, health, benefits, wellbeing, drugs, liver, heart, exploit, laws, gangs, risks, emotionally well, attitudes, mental health, illness, triggers, stress, drugs, alcohol, misuse

							culture, body type, roles, body pressure, eating disorders, healthy lifestyle, unhealthy, happy, choices	
<b>Relationships</b> <b>Summer 1</b>	<p>I can tell you about my family. I understand how to make friends if I feel lonely. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can use Calm Me time to manage my Feelings. I can work together and enjoy being with my friends.</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I can start to understand the impact of unkind words. I can use calm me time to manage my feelings. I know how to be a good friend.</p>	<p>I can identify the member of my family and understand there are lots of types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and as a friend. I can tell you why I appreciate someone who is special to me.</p>	<p>I can identify the different members of my family and understand my relationship with them. I understand that there are lots of forms of physical contact within a family and that some is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I recognise that sometimes it is good to keep a secret and sometimes it is not. I recognise and appreciate some of the people that can help me, my family and my community. I can express my appreciation for my special friendships.</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females. I can identify and put into practise some of the skills of friendships. I know and can use some strategies for keeping myself safe online. I can explain how some of the actions and work of people around the world influence my life. I understand how my needs and rights are shared by children across the world and can identify how are life's may be different. I know how to express my appreciation to my</p>	<p>I can recognise situations that can cause jealousy in relationships. I can identify someone I love and say why they are special to me. I can tell you about someone I know who I no longer see. I can recognise that friendships change and how to manage when I fall out with my friends. I understand what it means to have a boyfriend/girlfriend and that this is a special relationship for when I am older. I know how to show love and appreciation to the people and animals that are special to me.</p>	<p>I have an accurate picture of who I am as a person in terms of my personality and my qualities. I understand that belonging to an online community can have negative and positive consequences. I understand there are rights and responsibilities in an online community or social network. I understand there are rights and responsibilities when playing an online game. I can recognise when I am spending too much time playing devices. I can explain how to stay safe when using technology to communicate with my friends.</p>	<p>I know why it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grief. I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family.</p>

<b>Vocabulary</b>	Friends, bullying, falling out, lonely, friends, happy, angry, help, stop, gentle, family, jobs	Jobs, family, friends, lonely, solve problems, words, unkind, kind, feelings, good friend	Family members, friend, appropriate, physical contact, help, school community, recognise, qualities, person, friend, appreciate, special	Different, family members, relationships, physical contact, family, acceptable, unacceptable, conflict, friends, secrets, community, appreciation, special friendships	friends and family Roles, responsibilities, family, expectations, males, females, identify, practise, skills, friendships, strategies, safe, online, actions, influence, needs, rights, children, express, appreciation	Situations, jealously, relationships, love, special, friendships, friends, boyfriend, girlfriend, special, older, appreciation, animals, people	Accurate, person, personality, qualities, belonging, online, community, positive, negative, consequence's, rights, responsibilities, community, social network, online, gaming, safe, unsafe, technology, communicating, friends	Mental health, take care, important, stages, grief, loss, causes, different, power, technology, online, safe, unsafe, communicating, friends, family,
<b>Changing Me Summer 2</b>	I can name parts of my body and show respect for myself. I can tell you some things I can do and some foods I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change. I can talk about how I feel moving into reception. I can remember some fun things about being in	I can name parts of my body I can tell you some foods I can eat to be healthy I understand that we all start as babies then grow into children and adults I can express how I feel about moving to FS2/YEAR 1 I can talk about my worries and things I am looking forward to in FS2/YEAR 1 I can share my memories of my best times in FS1/FS2	I can start to understand the life cycles of animals and humans I can tell you some things about me that have changed and stayed the same I can tell you how my body has changed since I was a baby I can tell you the parts of our bodies that make girls different from boys I understand every time I learn something new I change a little	I can recognise cycles of life in nature I can tell you about the natural processes of growing from young to old and understand this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical difference between boys and girls, use the correct names for body parts and that some	I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female that has the baby I understand how babies grow in their mothers uterus I understand what a baby needs to live and grow I understand how our bodies need to change so when we grow up our bodies can make babies	I understand that some of my personal characteristics have come from my birth parents because I am made from their egg and sperm I can correctly label the external and internal parts of the male and female body that are used to make a baby I can describe how a females body changes so she is able to make a baby when she is older and the menstruation is	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby changes from conception to nine months of pregnancy and how it is born I understand how sexual intercourse leads to conception and that is usually how	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby changes from conception to nine months of pregnancy and how it is born I understand how being physically attracted to someone brings the nature of the



	nursery.		I can tell you about changed that have happened in my life	parts of the body are private I understand there are different types of touch and which ones I like and don't like I can tell you what I am looking forward to when I move to my next class	I identify how our bodies change on the outside during this growing up process I understand how our bodies change on the inside during this growing up process and I can say why these changes are necessary to make babies when we grow up I start to recognise stereotypical ideas I may have about parenting and family roles I can identify what I am looking forward to when I move to my next class	part of this process I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that are outside of my control that I have to learnt to accept I can identify what I am looking forward to when I move to my next class	babies are made I understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and that this brings growing responsibility I can identify what I am looking forward to about moving to my next class	relationship and that might mean having a girlfriend/boyfriend I am aware of the importance of self-esteem and what I can do to develop it I can identify what I am looking forward to and what worries me about moving to secondary school
<b>Vocabulary</b>	Body, body parts (eye, ear etc), babies, fit, healthy, good for you, grow, change, worry, excited, remember	Body, body parts, food, heathy, unhealthy, babies, adults, changes, feelings, worries, memoires	Life cycles, animals, humans, change, same, body, baby, girls, boys, different, learn, new	Life cycles, nature, natural processes, growing, young, old, control, baby, continuum, physical differences, boys, girls, body parts, private, touch,	Animals, humans, change, conception, growing up, female, baby, mothers, uterus, live, grow, change, bodies, processes,	Personal characteristics, birth parents, egg, sperm, external, internal, body parts, female, male, baby, menstruation, change, life, control	Self-image, body-image, girls, boys, change, bodies, puberty, physically, emotionally, sexual intercourse, conception, babies, IVF, teenager, growing, responsibility,	Self-image, body-image, girls, boys, body, changes, puberty, physically, emotionally, conception, pregnancy, babies, born ,attracted, relationship, girlfriend, boyfriend, self-esteem, worries, secondary school