



TGMS PSHE (Jigsaw) PROGRESSION OF KNOWLEDGE & SKILLS



Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: *Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

IMPLEMENTATION: *Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

IMPACT: *This can be established through assessment identified in the key learning.*

Being Me in My World Puzzle – Autumn 1				
	Year 3	Year 4	Year 5	Year 6
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views <ul style="list-style-type: none"> Understand that they are important Know what a personal goal is Understanding what a challenge is 	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community <ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country <ul style="list-style-type: none"> Know how to face new challenges positively Understand how to set personal goals 	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally <ul style="list-style-type: none"> Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively <ul style="list-style-type: none"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions <ul style="list-style-type: none"> Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices 	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively <ul style="list-style-type: none"> Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model <ul style="list-style-type: none"> Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued

Celebrating Difference Puzzle – Autumn 2

	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do ● Know that conflict is a normal part of relationships ● Know that some words are used in hurtful ways and that this can have consequences <ul style="list-style-type: none"> ● Know why families are important ● Know that everybody's family is different ● Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> ● Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying ● Know the reasons why witnesses sometimes join in with bullying and don't tell anyone ● Know that sometimes people make assumptions about a person because of the way they look or act <ul style="list-style-type: none"> ● Know there are influences that can affect how we judge a person or situation ● Know what to do if they think bullying is or might be taking place ● Know that first impressions can change 	<ul style="list-style-type: none"> ● Know external forms of support in regard to bullying e.g. Childline ● Know that bullying can be direct and indirect ● Know what racism is and why it is unacceptable ● Know what culture means <ul style="list-style-type: none"> ● Know that differences in culture can sometimes be a source of conflict ● Know that rumour-spreading is a form of bullying online and offline ● Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> ● Know that people can hold power over others individually or in a group ● Know that power can play a part in a bullying or conflict situation ● Know that there are different perceptions of 'being normal' and where these might come from <ul style="list-style-type: none"> ● Know that being different could affect someone's life ● Know why some people choose to bully others ● Know that people with disabilities can lead amazing lives
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Use the 'Solve it together' technique to calm and resolve conflicts with friends and family ● Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary ● Be able to show appreciation for their families, parents and carers <ul style="list-style-type: none"> ● Empathise with people who are bullied ● Employ skills to support someone who is bullied ● Be able to recognise, accept and give compliments ● Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> ● Be comfortable with the way they look ● Try to accept people for who they are ● Be non-judgemental about others who are different <ul style="list-style-type: none"> ● Identify influences that have made them think or feel positively/negatively about a situation ● Identify feelings that a bystander might feel in a bullying situation ● Identify reasons why a bystander might join in with bullying ● Revisit the 'Solve it together' technique to practise conflict and bullying scenarios ● Identify their own uniqueness ● Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> ● Appreciate the value of happiness regardless of material wealth ● Identify their own culture and different cultures within their class community ● Identify their own attitudes about people from different faith and cultural backgrounds ● Develop respect for cultures different from their own <ul style="list-style-type: none"> ● Identify a range of strategies for managing their own feelings in bullying situations ● Identify some strategies to encourage children who use bullying behaviours to make other choices ● Be able to support children who are being bullied 	<ul style="list-style-type: none"> ● Empathise with people who are different and be aware of my own feelings towards them ● Identify feelings associated with being excluded ● Be able to recognise when someone is exerting power negatively in a relationship ● Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens <ul style="list-style-type: none"> ● Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict ● Identify different feelings of the bully, bullied and bystanders in a bullying scenario ● Appreciate people for who they are ● Show empathy

Dreams and Goals Puzzle – Spring 1

	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know that they are responsible for their own learning ● Know what an obstacle is and how they can hinder achievement ● Know how to take steps to overcome obstacles ● Know about specific people who have overcome difficult challenges to achieve success ● Know how they can best overcome learning challenges ● Know what their own strengths are as a learner ● Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> ● Know how to make a new plan and set new goals even if they have been disappointed ● Know how to work as part of a successful group ● Know how to share in the success of a group ● Know that reflecting on positive and happy experiences can help them to counteract disappointment ● Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> ● Know about a range of jobs that are carried out by people I know ● Know the types of job they might like to do when they are older ● Know that young people from different cultures may have different dreams and goals ● Know that they will need money to help them to achieve some of their dreams ● Know that different jobs pay more money than others ● Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> ● Know their own learning strengths ● Know what their classmates like and admire about them ● Know a variety of problems that the world is facing ● Know some ways in which they could work with others to make the world a better place ● Know what the learning steps are they need to take to achieve their goal ● Know how to set realistic and challenging goals
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Can break down a goal into small steps ● Can manage feelings of frustration linked to facing obstacles ● Imagine how it will feel when they achieve their dream/ambition ● Recognise other people's achievements in overcoming difficulties ● Recognise how other people can help them to achieve their goals ● Can share their success with others ● Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> ● Have a positive attitude ● Can identify the feeling of disappointment ● Be able to cope with disappointment ● Can identify what resilience is ● Can identify a time when they have felt disappointed ● Help others to cope with disappointment ● Enjoy being part of a group challenge ● Can share their success with others ● Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> ● Verbalise what they would like their life to be like when they are grown up ● Appreciate the contributions made by people in different jobs ● Appreciate the differences between themselves and someone from a different culture ● Understand why they are motivated to make a positive contribution to supporting others ● Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> ● Understand why it is important to stretch the boundaries of their current learning ● Be able to give praise and compliments to other people when they recognise that person's achievements ● Empathise with people who are suffering or living in difficult situations ● Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Healthy Me Puzzle – Spring 2

	Year 3	Year 4	Year 5	Year 6
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know how exercise affects their bodies ● Know that the amount of calories, fat and sugar that they put into their bodies will affect their health ● Know that there are different types of drugs ● Know that there are things, places and people that can be dangerous ● Know when something feels safe or unsafe ● Know why their hearts and lungs are such important organs ● Know a range of strategies to keep themselves safe ● Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> ● Know that there are leaders and followers in groups ● Know the facts about smoking and its effects on health ● Know the facts about alcohol and its effects on health, particularly the liver ● Know ways to resist when people are putting pressure on them ● Know what they think is right and wrong ● Know how different friendship groups are formed and how they fit into them ● Know which friends they value most ● Know that they can take on different roles according to the situation ● Know some of the reasons some people start to smoke ● Know some of the reasons some people drink alcohol 	<ul style="list-style-type: none"> ● Know basic emergency procedures, including the recovery position ● Know the health risks of smoking ● Know how smoking tobacco affects the lungs, liver and heart ● Know how to get help in emergency situations ● Know that the media, social media and celebrity culture promotes certain body types ● Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure ● Know some of the risks linked to misusing alcohol, including antisocial behaviour ● Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> ● Know how to take responsibility for their own health ● Know what it means to be emotionally well ● Know how to make choices that benefit their own health and well-being ● Know about different types of drugs and their uses ● Know how these different types of drugs can affect people's bodies, especially their liver and heart ● Know that stress can be triggered by a range of things ● Know that being stressed can cause drug and alcohol misuse ● Know that some people can be exploited and made to do things that are against the law ● Know why some people join gangs and the risk that this can involve
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Respect their own bodies and appreciate what they do ● Can take responsibility for keeping themselves and others safe ● Identify how they feel about drugs ● Can express how being anxious or scared feels ● Able to set themselves a fitness challenge ● Recognise what it feels like to make a healthy choice 	<ul style="list-style-type: none"> ● Can identify the feelings that they have about their friends and different friendship groups ● Recognise negative feelings in peer pressure situations ● Can identify the feelings of anxiety and fear associated with peer pressure ● Can tap into their inner strength and know-how to be assertive ● Recognise how different people and groups they interact with impact on them ● Identify which people they most want to be friends with 	<ul style="list-style-type: none"> ● Respect and value their own bodies ● Can reflect on their own body image and know how important it is that this is positive ● Recognise strategies for resisting pressure ● Can identify ways to keep themselves calm in an emergency ● Can make informed decisions about whether or not they choose to smoke when they are older ● Can make informed decisions about whether they choose to drink alcohol when they are older ● Accept and respect themselves for who they are ● Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> ● Are motivated to care for their own physical and emotional health ● Suggest strategies someone could use to avoid being pressured ● Can use different strategies to manage stress and pressure ● Are motivated to find ways to be happy and cope with life's situations without using drugs ● Identify ways that someone who is being exploited could help themselves ● Recognise that people have different attitudes towards mental health/illness

Relationships Puzzle – Summer 1

	Year 3	Year 4	Year 5 (in Summer 2)	Year 6
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Can identify the responsibilities they have within their family Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job or are less fortunate Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being

Changing Me Puzzle – Summer 2*				
	Year 3	Year 4	Year 5 (in Summer 1)	Year 6
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify changes they are looking forward to in the next year 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change Can express how they feel about having children when they are grown up Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Recognise how they feel when they reflect on the development and birth of a baby Can celebrate what they like about their own and others' self-image and body image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

*** Parents have the right to withdraw their child from sex education, but not from health or relationships education. In the situation where children are withdrawn from sex education, the school will find alternative internal provision for that child. Parents wishing to withdraw their child from all or part of sex education should contact the headteacher at the first instance.**