



# PSHE PROGRESSION GRID

**Intent:** At Dorothy Barley Infant School, Personal, Social, Health and Economic (PSHE) education is an integral part of our broad and balanced curriculum, to enable our pupils to become independent, responsible, healthy and confident members of society. Children are helped to understand how they are developing personally and socially alongside promotion of their mental and physical development. Through carefully structured units of work, children will be able to develop the ability to tackle the moral, social and cultural issues that are part of growing up. Through discrete teaching, children will understand what constitutes a healthy lifestyle, develop self-confidence, maintain positive relationships with others, demonstrate respect and understand how to keep themselves safe. They will therefore be well prepared for their future in Key Stage Two and beyond.

## SHINE:

- S** – Sparking curiosity
- H** – Hands on and active learning
- I** – Independence
- N** – New knowledge and skills
- E** – Empowering experiences

## SMSC:

- S** – Spiritual
- M** – Moral
- S** – Social
- C** – Cultural

### NURSERY

### RECEPTION

### YEAR 1

### YEAR 2

## KEY VOCABULARY

help  
friend  
family  
kind  
team  
together  
goal  
belong  
school  
happy  
sad  
angry  
worried  
nervous  
change  
healthy  
wash

similar  
different  
feeling  
angry  
happy  
excited  
nervous  
proud  
kind  
dream  
challenge  
job  
healthy  
exercise  
stranger  
family  
argue  
calm  
adult  
change  
worry  
memories

safe  
belonging  
proud  
consequences  
upset  
disappointed  
bullying  
included  
unique  
success  
celebrate  
goal  
achieve  
ambition  
balanced  
hygiene  
medicine  
safety  
caring  
relationships  
mature  
grow  
anxious

worries  
hopes  
responsible  
assumptions  
stereotypes  
lonely  
diversity  
fairness  
unique  
achievement  
persevere  
overcome  
challenge  
lifestyle  
motivation  
relaxation  
tense  
balanced diet  
nutritious  
communication  
conflict  
trustworthy  
reliable  
honest  
independence

NURSERY	RECEPTION	YEAR 1	YEAR 2
<b><u>Jigsaw - Being Me in My World</u></b>			
<p>Develop their sense of responsibility and membership of a community</p> <p>Become confident to participate in a greater range of activities, indoors and outdoors</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'upset'</p>	<p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p> <p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>
<b><u>Jigsaw - Celebrating Difference</u></b>			
<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Find solutions to conflicts and rivalries, understanding that everyone has a different opinion</p>	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p>

Continue developing positive attitudes about the differences between people

friendship

Know that they don't have to be 'the same as' to be a friend

Know what being proud means and that people can be proud of different things

Know that people can be good at different things

Know that families can be different

Know that people have different homes and why they are important to them

Know different 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 skills to stand up for themselves

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

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

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

Know there are stereotypes 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 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

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 because they are different

## Jigsaw – Dreams and Goals

<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become confident to participate in a greater range of activities, indoors and outdoors</p> <p>Take responsibility for tasks to benefit the Nursery community e.g. fetching milk and fruit</p> <p>Show interest in different occupations</p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p> <p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>
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## Jigsaw – Healthy Me

<p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p> <p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p> <p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>
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## Jigsaw - Relationships

<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Develop appropriate ways of being assertive</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'upset'</p> <p>Understand gradually how others might be feeling</p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p>	<p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p>
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		Can say why they appreciate a special relationship	<p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>
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**Jigsaw – Changing Me**

<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'upset'</p>	<p>Know the names and functions of some parts of the body</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p> <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p>
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	<p>the past year in school/home</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>	<p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>
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**Assessment**

**Nursery**  
**Key Enquiry: Big Questions**

Who is in my family?

**Reception**

Children follow all six Jigsaw puzzle pieces and are assessed against the learning intentions

**Year 1**

Children follow all six Jigsaw puzzle pieces and are assessed against the learning intentions

**Year 2**

Children follow all six Jigsaw puzzle pieces and are assessed against the learning intentions



How can I help others?

How can I work in a team?

Where do I belong?

How am I feeling?

What am I looking forward to?