



## Progression of skills – P.S.H.E.

### National Curriculum guidance:

*To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.*

*Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.*

*We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. 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, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

### Scheme used: Jigsaw – the mindful approach to P.S.H.E.

Jigsaw Unit	EYFS (from Development Matters and ELGs)	Year 1	Year 2
<b>Puzzle 1 Being me in my world.</b>	Can I see myself as a valuable individual? Can I identify and moderate my Own feelings socially and emotionally? Can I explain the reason for rules? Can I know right from wrong and try to behave accordingly?	Can I explain why my class is a happy and safe place to learn? Can I give different examples of where I or others make my class a safe and happy place?	Can I explain why my behaviour can impact others in my class? Can I explain my own and others' choices and say why some choices are better than others?



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	<p>Can I give focussed attention to what the teacher is saying, responding appropriately even when engaged in an activity?</p> <p>Can I show an ability to follow instructions involving several ideas or actions?</p>		
<p><b>Puzzle 2</b> <b>Celebrating difference</b></p>	<p>Can I think about the perspectives of others?</p> <p>Can I express my feelings and consider the feelings of others?</p>	<p>Can I tell you some ways that I am different from and similar to other people in my class, and why this makes us all special?</p> <p>Can I explain what bullying is and how being bullied might make somebody feel?</p>	<p>Can I explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes?</p> <p>Can I explain how it feels to have a friend and be a friend?</p> <p>Can I explain why it is OK to be different from my friends?</p>
<p><b>Puzzle 3</b> <b>Dreams and goals</b></p>	<p>Can I show resilience and perseverance in the face of challenge?</p> <p>Can I be confident to try new activities and show independence, resilience and perseverance in the face of challenge?</p> <p>Can I set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate?</p>	<p>Can I explain how I feel when I am successful and how this can be celebrated positively?</p> <p>Can I say why my internal treasure chest is an important place to store positive feelings?</p>	<p>Can I explain how I played my part in a group and the parts other people played to create an end product?</p> <p>Can I explain how our skills complement each other?</p> <p>Can I explain how it feels to be part of a group and identify a range of feelings about group work?</p>
<p><b>Puzzle 4</b> <b>Healthy me</b></p>	<p>Can I manage my own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices?</p> <p>Can I show sensitivity to my own and others' needs?</p>	<p>Can I explain why I think my body is amazing and identify a range of ways to keep it safe and healthy?</p> <p>Can I give examples of when being healthy can help me feel happy?</p>	<p>Can I explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices?</p> <p>Can I compare my own and my friends' choices and express how it feels to make healthy and safe choices?</p>



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<p><b>Puzzle 5</b> <b>Relationships</b></p>	<p>Can I build constructive and respectful relationships? Can I work and play cooperatively and take turns with others? Can I form positive attachments to adults and friendships with peers?</p>	<p>Can I explain why I have special relationships with some people and how these relationships help me feel safe and good about myself? Can I explain how my qualities help these relationships? Can I give examples of behaviour in other people that I appreciate and behaviours that I don't like?</p>	<p>Can I explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special? Can I give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships?</p>
<p><b>Puzzle 6</b> <b>Changing me</b></p>	<p>Can I manage my own needs? Can I show an understanding of my feelings and those of others, and begin to regulate my behaviour accordingly?</p>	<p>Can I 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? Can I use the correct names for private body parts and give reasons why they are private? Can I explain why some changes I might experience might feel better than others?</p>	<p>Can I use the correct terms to describe private body parts and explain why they are private? Explain why some types of touches feel OK and others don't? Can I say what I like and don't like about being a boy/ girl and getting older and recognise that other people might feel differently from me?</p>