

PSHE

Jigsaw Progression

Being Me In My World

Year Group	Topics Covered	Key vocabulary and knowledge gained
Nursery	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people's feelings.</p> <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 play.</p> <p>I am learning what being responsible means.</p>	<p>Children discuss their favourite toys and that they all belong in their own place. Just like toys we all have our own homes and families but when we are together we are in the nursery family. We are all different (unique) because we like different things and have different toys at home.</p> <p>When we are at nursery, we need to be kind and caring friends. "If you see someone without a smile, give them one of yours." Children discuss different emotions, using the emotions cards.</p> <p>Key worker A is playing and Key worker B asks to play. Sharing is refused. Key worker A walks off leaving a mess and Key worker B walks over the mess rather than tidying it up. Children discuss the problem and what the solution could be. Children are reminded about sharing and working together to look after each other and the setting. Children discuss their feelings when someone will not share with them.</p> <p>Jigsaw Jenie is facing the wall because a child will not play with him, he kept being asked and then hit the child. Explain that the child was sad and upset because he couldn't play. JJ should have used his words instead of his hands, recap that hands are best when they are kind. Discuss what JJ should do next time and ask if they would be happy to give him a chance next time to use gentle hands.</p> <p>Explain that in nursery everyone has the right to play and feel happy. What if we were not allowed to play/sleep/eat/be warm or have friends? We all want to be happy and we can help people to be happy with the things that we do.</p> <p>Adult A gives adult B something precious to look after and explain that they are responsible for it. Adult B messes around with it and breaks it while adult A is not looking and has to explain what has happened. Children discuss what they are responsible for at nursery and what happens if they do not do it.</p>

<p>Reception</p>	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to understand and manage my feelings.</p> <p>I can work together and consider other people's feelings.</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 all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>Adult puts a variety of toys on the floor and children discuss the ones they like and why. Children take it in turns to speak and listen to each other when they discuss their favourite. Just like the toys, everyone is different and unique, but also the same. Children discuss what is different and similar between the toys and themselves. Explain that is what makes the world and this class special.</p> <p>Children look at an assortment of photos showing 4 emotions, happy, sad, angry and excited. Children discuss the emotions and a time when they felt each one. If you are feeling sad or angry, what could you do to feel better? Explain that as part of the class, all children have a job to be a kind friend.</p> <p>Adult A and B are playing independently and A asks B to join in. B refuses and says "it's my toy and you can't play with it." B then walks off leaving all the mess on the floor. Adult A says "That's not very nice, now I am feeling sad." Discuss with the children what the problem was and what could be the solution. Remind children that they are all part of the class team and need to work together to look after each other and the setting. If children work together as a team it's more fun and jobs get done.</p> <p>Jigsaw Jenie is crying by himself because others wanted to play and he said no and hit them. Explain the other child was probably sad and upset because they couldn't join in, Jenie should have used his words and not his hands. Ask JJ if he understands about using gentle hands and ask the children if they would give him another chance. Explain that we all make mistakes, but you can say sorry and find a better way to play. Ask children if they have ever been hurt or got cross and hurt someone else. How does it feel when you can't play with someone else? Discuss what children can do if they feel themselves getting cross. What if someone is hurting or annoying you? Introduce the phrase "Please don't do that, I don't like it." Explain that if anyone says that to them, they have to stop what they're doing immediately. When children are telling tales or having conflicts, remind them to use their words to resolve things.</p> <p>Children play a game where they steal some keys from the jailor. Would it be okay to take someone's things if it wasn't a game? We have a right for ourselves and our things to be safe. Discuss other rights that we have. Look at school/class rules and discuss the point of them. How does it affect others if we don't follow the rules?</p> <p>Adult A leads adult B blindfolded around the classroom not paying attention or communicating so they bump into things. Adult A gets cross and explains adult B was meant to be responsible for keeping them safe. Refer back to rights from previous lesson and discuss. Chose a right/responsibility to focus upon. Children have their own coloured cube that they are responsible for. Discuss if this was easy or hard.</p>
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KS1& KS2

Year Group	Topics Covered	Key Vocabulary
Year 1	<p>1-I can feel special and safe in my class.</p> <p>2-I understand the rights and responsibilities as a member of my class/I know that I belong to my class.</p> <p>3-I understand the rights and responsibilities as a member of my class/I know how to make my class a safe place for everyone to learn.</p> <p>4-I know my views are valued and I can contribute to the learning charter/I recognise how it feels to be proud of an achievement.</p> <p>5-I recognise the choices I make and understand the consequences/I recognise the range of feelings when I face certain consequences.</p> <p>6-I recognise my rights and responsibilities within our learning charter/I understand my choices in following the learning charter.</p>	<p>Safe, special, calm</p> <p>Belonging, special, rights, responsibilities</p> <p>Rights, responsibilities, learning charter</p> <p>Rights, responsibilities, learning charter, rewards, proud</p> <p>Rights, responsibilities, learning charter, consequences, upset, disappointed</p> <p>Rights, responsibilities, learning charter, illusion, rewards, consequences</p>
Year 2	<p>1-I can identify some of my hopes and fears for this year/I can recognise when I feel worried and know who to ask for help.</p> <p>2-I understand the rights and responsibilities of being a member of my class and school/I know how to help myself and others feel like we belong.</p> <p>3-I can listen to other people and contribute my own ideas about rights and consequences/I can help to make my class a safe and fair place.</p> <p>4-I can listen to other people and contribute my own ideas about rewards and consequences/I can help to make my class a safe and fair place.</p> <p>5-I understand how following the learning charter will help me and others learn/I can work cooperatively.</p> <p>6-I recognise the choices I make and understand the consequences/I can follow the learning charter.</p>	<p>Worries, hopes, fears</p> <p>Belonging, rights, responsibilities, responsible, actions</p> <p>Praise, reward, consequence, positive, negative, choices</p> <p>Praise, reward, consequence, positive, negative</p> <p>Co-operate, learning charter, rights, responsibilities, rewards, consequences, problem-solving, choices.</p> <p>Learning charter, responsibilities, rights, rewards, consequences, choices</p>

<p>Year 3</p>	<p>1-I can recognise my worth and identify positive things about myself and my achievements/ I can set personal goals/I can value myself and know how to make someone else feel welcome and valued.</p> <p>2-I can face new challenges positively, make responsible choices and ask for help when I need it/I recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotions.</p> <p>3-I understand why rules are needed and how they relate to rights and responsibilities/I Know how to make others feel safe and valued.</p> <p>4-I understand that my actions affect myself and others and I care about other people's feelings/I understand that my behaviour brings rewards/consequences</p> <p>5-I can make responsible choices and take action/I can work cooperatively in a group.</p> <p>6-I can understand my actions affect others and try to see things from their point of view/I can choose to follow the learning charter.</p>	<p>Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm</p> <p>Emotions, feelings, nightmare, fears, worries, solutions, support</p> <p>Rights, responsibilities, learning charter, nightmare, dream</p> <p>Behaviour, rewards, consequences, actions, feelings, rights, responsibilities, fairness, choices</p> <p>Co-operate, rights, responsibilities, rewards, consequences, choices, learning charter, challenge, group dynamics, team work</p> <p>Learning charter, actions, view point, ideal school, belong</p>
<p>Year 4</p>	<p>1-I know my attitudes and actions make a difference to the class team/ I know how good it feels to be included in a group and understand how it feels to be excluded/ I can try to make people feel welcome and valued.</p> <p>2-I understand who is in my school community, the roles they play and how I fit in/I can take on a role in a group and contribute to the overall outcome.</p> <p>3-I understand how democracy works through the school council in this school/I recognise my contribution in making a learning charter for the whole school.</p> <p>4-I understand that my actions affect myself and others/ I care about other people's feelings and try to empathise with them/ I understand how rewards and consequences motivate people's behaviour.</p> <p>5-I understand how groups come together to make decisions/I can take on a role in a group and contribute to the overall outcome.</p> <p>6-I understand how democracy and having a voice benefits the school community/ I understand why our school community benefits from a learning charter and can help others to follow it.</p>	<p>Included, excluded, welcome, valued, team, charter</p> <p>Role, job description, school community, responsibility</p> <p>Rights, responsibility, democracy</p> <p>Reward, consequence, democratic</p> <p>Decisions, rights, responsibilities, voting, democracy, authority, learning charter, role, contribution, observer</p> <p>Decisions, choices, democracy, UN Convention on rights of child, learning charter</p>

<p>Year 5</p>	<p>1-I can face new challenges positively and know how to set personal goals/I know what I value most about my school and can identify my hopes for this school year.</p> <p>2-I understand my rights and responsibilities as a citizen of my country/I can empathise with people in this country whose lives are different to my own.</p> <p>3-I understand my rights and responsibilities as a citizen of my country and a member of this school/ I can empathise with people in this country whose lives are different to my own.</p> <p>4-I can make choices about my own behaviour because I understand how rewards and consequences feel/I understand that my actions affect myself and others.</p> <p>5-I understand how an individual's behaviour can impact on a group/ I can contribute to the group and understand how we can function best as a whole.</p> <p>6-I understand how democracy and having a voice benefits the school community and know how to participate in this/I understand why our school community benefits from a learning charter and can help others to follow it.</p>	<p>Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge</p> <p>Rights, responsibility, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant</p> <p>Rights, wealth, poverty, responsibilities, prejudice, citizen, privilege, deprive</p> <p>Rights, responsibilities, rewards, consequences, choices, learning charter</p> <p>Rights, responsibilities, rewards, consequences, cooperation, collaboration</p> <p>Learning charter, collaboration, participation, motivation, rights, responsibilities, rewards, consequences</p>
<p>Year 6</p>	<p>1-I can identify my goals for this year, understand my fears and worries about the future and know how to express them/ I feel welcome and valued and know how to make others feel the same.</p> <p>2-I know that there are universal rights for all children but for many children these rights are not met/I understand my own wants and needs and can compare these with children in different communities.</p> <p>3-I understand that my actions affect other people locally and globally/ I understand my own wants and needs and can compare these with children in different communities.</p> <p>4-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/ I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p>Goals, worries, fears, value, welcome</p> <p>Choice, Ghana, West Africa, cocoa plantation, cocoa pods, machete, rights, community, education</p> <p>Wants, needs, Maslow, empathy, comparison, opportunities, education</p> <p>Choices, behaviour, rights, responsibilities, rewards, consequences, empathise, learning charter, obstacles</p>

	<p>5-I understand how an individual's behaviour can impact on a group/ I can contribute to the group and understand how we can function best as a whole.</p> <p>6-I understand how democracy and having a voice benefits the school community/ I understand why our school community benefits from a learning charter and how I can help others to follow it by modelling it myself.</p>	<p>Rights, responsibilities, rewards, consequences, cooperation, collaboration, legal, illegal, lawful</p> <p>Laws, learning charter, collaboration, participation, motivation, rights, responsibilities, rewards, consequences, democracy, decision, proud</p>
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