

## PSHE

### Jigsaw Progression

### Relationships

Year Group	Topics Covered	Key vocabulary and knowledge gained
Nursery	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use calm me time to manage my feelings.</p> <p>I can work together and enjoy being with my friends.</p>	<p>What is a <b>family</b>? Adult shows picture of their own family and talks about who each person is, what job/activities they do and what they're like. Children take it in turns to show photos or talk about who is in their <b>family</b>. What is <b>family</b>? Who is in our <b>family</b>? Can you describe them? How do they make you <b>feel</b>? What is your job as a <b>member of your family</b>?</p> <p>JJ is feeling <b>sad</b> because he is <b>lonely</b> (ensure children understand this word) children take it in turns to suggest things JJ could do to make <b>friends</b>. Have you ever felt <b>lonely</b>? How did it make your <b>heart feel</b>? What did you do to make things <b>better</b>? How can we be a <b>good friend</b>? Introduce a place in the room children can go to if they are <b>sad/lonely</b>. Remind children it is everyone's job to be a good <b>friend</b>.</p> <p>Have pictures of the children and they take it in turns to say all of the things they <b>like</b> about each person and point out all the <b>similarities</b>. Use suggested book and discuss the character's <b>feelings</b>. Have they ever <b>felt</b> this way? What can you do/say to make <b>friends</b>? <b>Sharing</b> is an important part of being <b>friends</b> and it makes people <b>happy</b>.</p> <p>Have teddies saying/doing <b>unkind</b> things. Every time they say something <b>mean</b>, squirt some cream into a tray. Explain that <b>unkind words</b> are like the cream, once they are out, they can never go back in. introduce the phrase '<b>please don't do that, I don't like it</b>'. If you hear that you have to stop what you are doing, if someone doesn't stop, you need to find an adult for help. If people are being <b>mean</b> to you, what could you do? Children tell the teddy who was being <b>mean</b> new ways to <b>behave</b> and the other teddy how to <b>stand up</b> for himself.</p> <p>Show an assortment of <b>angry</b> faces- How do you think they <b>feel</b>? Why? What might they do if they are feeling this <b>angry</b>? (Perhaps say/do <b>unkind</b> things) recap last lesson and explain that we all make <b>mistakes</b>. Have you ever been <b>angry</b>? When? Have you ever <b>hurt</b> someone because they <b>upset</b> you or made you <b>angry</b>? Go through <b>Calm Me</b> time. What can you do if someone makes you <b>cross</b>? What is better, being <b>angry</b> or feeling <b>calm</b>?</p> <p>Read a selection of books involving <b>friendships</b>- who was their <b>friend</b>? Why were they a <b>friend</b>? What did they do? Children take it in turns to explain why they are a good <b>friend</b>. What do you want your <b>friends</b> to be like? How are you a <b>good friend</b> to others? Explain that <b>friendships</b> are about <b>working together</b> and <b>helping</b> each other.</p>

<p>Reception</p>	<p>I can identify some of the jobs I do in my family.</p> <p>I know how to make friends to stop myself from being lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use calm me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>Children discuss what a <b>family</b> is. Have a photo on the board and hot seating activity where children ask questions to discover more about the person. Adult shows picture of their own <b>family</b> and talks about who each person is, what <b>job/activities</b> they do and what they're like. Children take it in turns to show photos or talk about who is in their <b>family</b>. <b>Who they are/what they do/what they're like</b>. Explain that all adults in our <b>families</b> have <b>jobs to help look after the family</b> (making lunch boxes etc.), we have <b>jobs</b> too. Children share what their <b>job</b> in their <b>family is/should be</b>. What would happen if no one did their <b>jobs</b>? Show the <b>lonely</b> child photo- How do you think she is <b>feeling</b>? Why? What does <b>lonely</b> mean? Children share a time when they have felt <b>lonely</b>. Can the children offer <b>solutions</b>? Children think about their <b>friends</b>. What do you <b>like</b> best about them? What do they <b>like</b> about you?</p> <p>Have a picture drawn by adult A which has been scribbled on and ripped by adult B. Adult A explains how <b>angry</b> and <b>upset</b> they are and that they <b>don't want to be friends</b> with adult B anymore. Read suggested book and discuss when the friend's <b>interactions</b> are not always <b>perfect</b>. Have you ever <b>argued/fallen</b> out with a <b>friend</b>? What happened? Why? How did you <b>feel</b>? How did you make <b>friends</b> again? Thinking about adults A and B, can children think of ways to make it <b>better</b>? Children then act out the <b>resolutions</b>- encourage children to use these when they next <b>fall out</b> with a <b>friend</b>.</p> <p>Have teddies saying/doing <b>unkind</b> things. Every time they say something <b>mean</b>, squirt some cream into a tray. Children go through phrases and put into either the sparkly box or the bin. Have you ever herd these <b>statements</b>? What happened? Why? How did you <b>feel</b>? Children read the <b>negative</b> comments and discuss how they make you <b>feel</b>. Repeat this with the <b>positive</b> statements. How do they <b>feel</b> now?</p> <p>Referring to the squirty cream-explain that <b>unkind</b> words can never get put back in once they are out, so <b>think before you speak</b>.</p> <p>Show YouTube clips of <b>tantrums/angry</b> children-how are they <b>feeling</b>? How do you know that? Have you ever felt <b>really angry</b>? What do people do when they are <b>angry</b>? Children think of ways they could <b>calm down</b> and practice them (clenching and releasing fists, deep breaths, walking away) do <b>calm me time</b> and encourage children to do this if they are feeling <b>angry</b>. What could you do if you are feeling <b>really angry</b> and want to <b>calm down</b>? Do children know any songs about being <b>friends</b>? Children use cards to match friends from movies. Do they always get on, or do they sometimes <b>fall out</b>? What do they do to make sure they stay <b>good friends</b>? What does being a <b>friend</b> mean? What things <b>should</b> you do? What things <b>shouldn't</b> you do?</p>
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## KS1& KS2

Year Group	Topics Covered	Key Vocabulary
Year 1	<p>1-I can identify the members of my family and understand there are lots of different types of family/I know how it feels to belong to a family and care about the people who are important to me.</p> <p>2-I can identify what being a good friend means to me/I know how to make a new friend.</p> <p>3-I know appropriate ways of physical contact to great my friends and know which ways I prefer/ I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>4-I know who can help me in my school community/I know when I need help and how to ask for it.</p> <p>5-I can recognise my qualities as a person and friend/ I know ways to praise myself.</p> <p>6-I can tell you why I appreciate someone who is special to me/ I can express how I feel about them.</p>	<p>Family, belong, different, same</p> <p>Friends, friendship, qualities, caring, sharing, kind</p> <p>Greeting, touch, feel, texture, like, dislike</p> <p>Help, helpful, community, feelings</p> <p>Confidence, praise, qualities, skills, skill belief, incredible, proud</p> <p>Celebrate, relationships, special, appreciate, feelings</p>
Year 2	<p>1-I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate/ I can accept that everyone's family is different and understand that most people value their family.</p> <p>2-I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not/ I know which types of physical contact I like and don't like and be able to talk about this.</p> <p>3-I can identify some of the things that cause conflict with my friends/ I can demonstrate how to use the positive problem solving techniques to resolve conflicts with my friends.</p> <p>4-I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret/ I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>5-I can recognise and appreciate people who can help me in my family, my school and my community/ I understand how it feels to trust someone.</p> <p>6-I can express my appreciation for the people in my special relationships/ I can be comfortable accepting appreciation from others.</p>	<p>Family, different, similarities, special, relationship, important, cooperate</p> <p>Touch, physical contact, communication, hugs, like, dislike, acceptable, nonacceptable</p> <p>Friends, likes/dislikes, conflict, point of view, positive problem solving</p> <p>Secret, surprise, good secret, worry secret, telling, adult, trust, surprise, happy, sad, frightened</p> <p>Trust, trustworthy, honesty, reliability</p> <p>Compliments, celebrate, positive negative, appreciate</p>

<p>Year 3</p>	<p>1-I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females/ I can describe how taking some responsibility in my family makes me feel.</p> <p>2-I can identify and put into practice some of the skills of friendship/ I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>3-I know and use some strategies for keeping myself safe online/ I know who to ask for help if I am worried or concerned about anything online.</p> <p>4-I can explain how some of the actions and work of people around the world help and influence my life/ I can show an awareness of how this could affect my choices.</p> <p>5-I understand how my needs and rights are shared by children around the world and to identify how our lives may be different/ I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>6-I know how to express my appreciation to my friends and family/ I enjoy being part of a family and friendship groups.</p>	<p>Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype</p> <p>Conflict, solution, problem solving, friendship, win-win</p> <p>Safe, unsafe, risky, internet, social media, private messaging (PM) gaming</p> <p>Global, communications, transport, interconnected, food journeys, climate, trade, inequality</p> <p>Needs, wants, rights, deprivation, United Nations, equality, justice</p> <p>Happiness, celebrating, relationships, friendship, family, thank you, appreciation</p>
<p>Year 4</p>	<p>1-I can recognise situations which can cause jealousy in relationships/ I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens.</p> <p>2- I can identify someone I love and express why they are special to me/ I know how most people feel when they lose someone or something they love.</p> <p>3-I can tell you about someone I know that I no longer see/ I understand that we can remember people even if we no longer see them.</p> <p>4-I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends/I know how to stand up for myself and how to negotiate and compromise.</p> <p>5-I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older/ I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.</p> <p>6-I know how to show love and appreciation to the people and animals who are special to me/ I know that I can love and be loved.</p>	<p>Relationship, close, jealousy, problem solve, emotions, positive, negative</p> <p>Loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression</p> <p>Souvenir, memento, memorial, loss, memories, special, reminder</p> <p>Friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy</p> <p>Boyfriend, girlfriend, attraction, pressure, personal, comfortable</p> <p>Special, love, appreciation, symbol, care</p>

<p>Year 5</p>	<p>1-I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities/ I know how to keep building my own self-esteem.</p> <p>2-I understand that belonging to an online community can have positive and negative consequences/I recognise when an online community feels unsafe or uncomfortable.</p> <p>3-I understand there are rights and responsibilities in an inline community or social network/ I recognise when an online community is helpful or unhelpful to me.</p> <p>4-I know there are rights and responsibilities when playing a game online/ I recognise when an online game is becoming unhelpful or unsafe.</p> <p>5-I recognise when I am spending too much time on devices (screen time)/ I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>6-I can explain how to stay safe when using technology to communicate with my friends/ I can recognise and resist pressure to use technology in ways that may be risky or may cause harm to myself or to others.</p>	<p>Characteristics, personal qualities, attributes, self-esteem</p> <p>Responsibility, being responsible, age-limit</p> <p>Social network, community, online, offline, responsibility, rights, risky</p> <p>Age limit, community, violence, appropriate, grooming, trolled, gambling/betting, trustworthy, responsibility, rights, risky</p> <p>Devices, screen time, social, off line, mental health, physical health</p> <p>Personal information, safe, online, choices, vulnerable, risk, grooming, rights, responsibilities</p>
<p>Year 6</p>	<p>1-I know that it is important to take care of my mental health/ I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>2-I know how to take care of my mental health/ I can help myself and others when worried about a mental health problem.</p> <p>3-I understand that there are different stages of grief and there are different types of loss that cause people to grieve/ I recognise when I am feeling those emotions and have strategies to manage them.</p> <p>4-I recognise when people are trying to gain power or control/ I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>5-I can judge whether something online is safe and helpful for me/I can resist pressure to do something online that might hurt myself or others.</p> <p>6-I can use technology positively an safely to communicate with my friends and family/I can take responsibility for my own safety and well-being.</p>	<p>Mental health, ashamed, stigma, stress, anxiety, support</p> <p>Mental health, worried, signs, stress, anxiety, warning, support, self-harm</p> <p>Emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies</p> <p>Power, control, authority, bullying, script, assertive, strategies</p> <p>Risks, pressure, influences, self-control, real/fake, true/untrue, assertiveness, judgement</p> <p>Communication, technology, power, control, cyberbullying, abuse, safety</p>