

PSHE Progression Grid

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>In KS1, the content is mainly covered in assembly times and circle time discussion-based tasks to encourage pupils to have a developing understanding of the content. The Jigsaw scheme is not used in KS1 but is used and adapted to the needs of pupils from Year 3 onwards.</p>					
Foundation Stage	<ul style="list-style-type: none"> Co-operation • Collaboration • Resilience • Independence 	<ul style="list-style-type: none"> Co-operation • Collaboration • Self-Awareness • Empathy • Social Skills 	<ul style="list-style-type: none"> Tolerance • Acceptance • Self-motivation • Resilience, keeping on going and not giving up! • 	<ul style="list-style-type: none"> Problem solving • Independence • Exploration • Challenging Ourselves 	<ul style="list-style-type: none"> • Managing feelings • Resolving conflicts • Empathy 	Self-Awareness
Year 1	Our Golden Rules Classroom promises The need for rules The need for rules Managing feelings	Empathy Being a good friend Ways in which we are all the same and all different. Tolerance Acceptance Anti-Racism	Our talents and gifts and things we would like to get better at. Aspirations – what career or job do we want?	How to identify dangers How accidents happen How to keep safe My address Staying safe Healthy People, Healthy Self and Healthy Eating Safety outdoors -sun safety and road safety	Getting on and falling out. Managing feelings. Resolving conflict Good manners and respect Feeling left out – linked to anti-bullying week	Self- Awareness Changes and transition activities into Year 2 Aspirations - How we earn money
Year 2	Our Golden Rules Classroom promises Making the right choices Importance of good manners Feeling good about myself How it feels to be peaceful and relaxed Managing feelings	Empathy We are all different Tolerance Acceptance Ways in which we are all the same and all different. Anti-Racism	Going for Goals Our talents and gifts	How to keep safe and why What makes a good friend Staying safe Keeping healthy Medicine Changes and transition activities into Year 2 Aspirations - How we earn money	Being part of a community Getting on and falling out. Managing feelings. Being a good friend Friendship and conflict - linked to anti-bullying week	New beginnings Self- Awareness Changes and transition activities into Year 3 Aspirations - How we earn money

Year 3	<p>I can identify the qualities that make me individual.</p> <p>I can identify my strengths and how I can use them wisely.</p>	<p>I can tell you a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident sharing my successes with others and know how store my feelings of success in my internal treasure chest.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I can identify how boy's and girl's bodies change during the growing up process.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>
Year 4	<p>I can identify the qualities that make me individual and how I can use them appropriately.</p> <p>I can identify how my qualities might make other people feel.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinions and feelings on this.</p>	<p>I can identify strategies to help me cope with any physical or emotional changes that might happen.</p> <p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>

Year 5	<p>I can identify the different feelings that I experience.</p> <p>I can explain how people see me might differ to how I see myself.</p> <p>I can explain why peer pressure can alter how people see themselves.</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p>	<p>I can describe different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can describe some of the changes that boys and girls experience during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I am aware of my own self-image.</p>
Year 6	<p>I can identify and evaluate the different feelings that I experience.</p> <p>I can identify who I can talk to when I feel overwhelmed.</p> <p>I can explain the responsibilities that I have towards myself.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and reasons for this.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>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>I can describe most of the changes that boys and girls experience during puberty.</p> <p>I know how to develop my self-esteem and can identify things that might impact on this.</p>