



# Burlington Junior School PSHE



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.

Key Stage One			Lower Key Stage Two		Upper Key Stage Two	
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b>						
<ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Collaboration</li> <li>• Resilience</li> <li>• Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Our Golden Rules</li> <li>• Classroom promises</li> <li>• The need for rules</li> <li>• Managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Our Golden Rules</li> <li>• Classroom promises</li> <li>• Making the right choices</li> <li>• Importance of good manners</li> <li>• Feeling good about myself</li> <li>• How it feels to be peaceful and relaxed</li> <li>• Managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the qualities that make me individual.</li> <li>• I can identify my strengths and how I can use them wisely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the qualities that make me individual and how I can use them appropriately.</li> <li>• I can identify how my qualities might make other people feel.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the different feelings that I experience.</li> <li>• I can explain how people see me might differ to how I see myself.</li> <li>• I can explain why peer pressure can alter how people see themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and evaluate the different feelings that I experience.</li> <li>• I can identify who I can talk to when I feel overwhelmed.</li> <li>• I can explain the responsibilities that I have towards myself.</li> </ul>
<b>Celebrating Difference</b>						
<ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Collaboration</li> <li>• Self-Awareness</li> <li>• Empathy</li> <li>• Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Being a good friend</li> <li>• Ways in which we are all the same and all different.</li> <li>• Tolerance</li> <li>• Acceptance</li> <li>• Anti-Racism</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• We are all different</li> <li>• Tolerance</li> <li>• Acceptance</li> <li>• Ways in which we are all the same and all different.</li> <li>• Anti-Racism</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you a time when my words affected someone's feelings and what the consequences were.</li> <li>• I can give and receive compliments and know how this feels.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>• I can explain why it is good to accept people for who they are.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the differences between direct and indirect types of bullying.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain ways in which difference can be a source of conflict or a cause for celebration.</li> <li>• I can show empathy with people in either situation.</li> </ul>

## Dreams and Goals

<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Acceptance</li> <li>• Self-motivation</li> <li>• Resilience,</li> <li>• keeping on going and not giving up!</li> </ul>	<ul style="list-style-type: none"> <li>• Our talents and gifts and things we would like to get better at</li> <li>• Aspirations – what career or job do we want?</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• Our talents and gifts</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate my own learning process and identify how it can be better next time.</li> <li>• I am confident sharing my successes with others and know how store my feelings of success in my internal treasure chest.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>• I know what it means to be resilient and to have a positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the dreams and goals of a young person in a culture different from mine.</li> <li>• I can reflect on how these relate to my own.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some ways in which I can work with other people to help make the world a better place.</li> <li>• I can identify why I am motivated to do this.</li> </ul>
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## Healthy Me

<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Independence</li> <li>• Exploration</li> <li>• Challenging Ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• How to identify dangers</li> <li>• How accidents happen</li> <li>• How to keep safe</li> <li>• My address</li> <li>• Staying safe</li> <li>• Healthy People, Healthy Self and Healthy Eating</li> <li>• Safety outdoors - sun safety and road safety</li> </ul>	<ul style="list-style-type: none"> <li>• How to keep safe and why</li> <li>• What makes a good friend</li> <li>• Staying safe</li> <li>• Keeping healthy</li> <li>• Medicine</li> <li>• Changes and transition activities into Year 2</li> <li>• Aspirations - How we earn money</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can express how being anxious or scared feels.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>• I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I respect and value my body.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</li> <li>• I can tell you how I feel about using alcohol when I am older and reasons for this.</li> </ul>
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## Relationships

<ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Resolving conflicts</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out.</li> <li>• Managing feelings.</li> <li>• Resolving conflict.</li> <li>• Good manners and respect.</li> <li>• Feeling left out – linked to anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>• Being part of a community.</li> <li>• Getting on and falling out.</li> <li>• Managing feelings.</li> <li>• Being a good friend</li> <li>• Friendship and conflict - linked to anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>• I can show an awareness of how this could affect my choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain different points of view on an animal rights issue.</li> <li>• I can express my own opinions and feelings on this.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how to stay safe when using technology to communicate with my friends.</li> <li>• I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise when people are trying to gain power or control.</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> </ul>
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## Changing Me

<ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Changes and transition activities into Year 2</li> <li>• Aspirations - How we earn money</li> </ul>	<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Self-Awareness</li> <li>• Changes and transition activities into Year 3</li> <li>• Aspirations - How we earn money</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how boy's and girl's bodies change during the growing up process.</li> <li>• I recognise how I feel about these changes happening to me and know how to cope with these feelings.</li> <li>• I can start to recognise stereotypical ideas I might have about parenting and family roles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify strategies to help me cope with any physical or emotional changes that might happen.</li> <li>• I can identify what I am looking forward to when I am in Year 5.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some of the changes that boys and girls experience during puberty.</li> <li>• I can express how I feel about the changes that will happen to me during puberty.</li> <li>• I am aware of my own self-image.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe most of the changes that boys and girls experience during puberty.</li> <li>• I know how to develop my self-esteem and can identify things that might impact on this.</li> </ul>
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