



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

Dreams and Goals

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

<ul style="list-style-type: none"> • Problem solving • Independence • Exploration • Challenging Ourselves 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. • I can express how being anxious or scared feels. 	<ul style="list-style-type: none"> • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. • I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> • 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. • I respect and value my body. 	<ul style="list-style-type: none"> • I can evaluate when alcohol is being used responsibly, anti-socially or being misused. • I can tell you how I feel about using alcohol when I am older and reasons for this.
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Relationships

<ul style="list-style-type: none"> • Managing feelings • Resolving conflicts • Empathy 	<ul style="list-style-type: none"> • Getting on and falling out. • Managing feelings. • Resolving conflict. • Good manners and respect. • Feeling left out – linked to anti-bullying week 	<ul style="list-style-type: none"> • Being part of a community. • Getting on and falling out. • Managing feelings. • Being a good friend • Friendship and conflict - linked to anti-bullying week 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can explain different points of view on an animal rights issue. • I can express my own opinions and feelings on this. 	<ul style="list-style-type: none"> • I can explain how to stay safe when using technology to communicate with my friends. • I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> • I can 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.
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Changing Me

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