

SHCPS Progression in P.H.S.E.

Jigsaw Core Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me (BM)	- Identify feelings associated with belonging; - Identify feelings of happiness and sadness; - Skills to play cooperatively with others; - Be able to consider others' feelings; - Be responsible in the setting.	- Understand that they are special; - Understand that they are safe in their class; - Identify helpful behaviours to make the class a safe place; - Identify what it's like to feel proud of an achievement; - Recognise feelings associated with positive and negative consequences; - Understand that they have choices.	- Recognise own feelings and know when and where to get help; - Know how to make their class a safe and fair place; - Show good listening skills; - Recognise the feeling of being worried; - Be able to work cooperatively	- Recognise self-worth; - Identify personal strengths; - Be able to set a personal goal; - Recognise feelings of happiness, sadness, worry and fear in themselves and others; - Make other people feel valued; - Develop compassion and empathy for others; - Be able to work collaboratively.	- Identify the feelings associated with being included or excluded; - Can make others feel valued and included; - Be able to take on a role in a group discussion / task and contribute to the overall outcome; - Can make others feel cared for and welcomed; - Recognise the feelings of being motivated or unmotivated; - Understand why the school community benefits from a Learning Charter; - Be able to help friends make positive choices; - Know how to regulate my emotions.	- Be able to identify what they value most about school; - Identify hopes for the school year; - Empathy for people whose lives are different from their own; - Consider their own actions and the effect they have on themselves and others; - Be able to work as part of a group, listening and contributing effectively; - Understand why the school community benefits from a Learning Charter; - Be able to help friends; - Make positive choices; - Know how to regulate my emotions.	- Be able to make others feel welcomed and valued; - Know own wants and needs; - Be able to compare their life with the lives of those less fortunate; - Demonstrate empathy and understanding towards others; - Can demonstrate attributes of a positive role model; Can take positive action to help others; - Be able to contribute towards a group task; - Know what effective group work is; - Know how to regulate my emotions.

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Celebrating Differences (CD)	- Identify feelings associated with being proud; - Identify things they are good at; - Be able to vocalise success for themselves and about others successes; - Identify some ways they can be different and the same as others; - Recognise similarities and differences between their family and other families; - Identify and use skills to make a friend; - Identify and use skills to stand up for themselves; - Recognise emotions when they or someone else is upset, frightened or angry.	- Recognise ways in which they are the same as their friends and ways they are different; - Identify what is bullying and what isn't; - Understand how being bullied might feel; - Know ways to help a person who is being bullied; - Identify emotions associated with making a new friend; - Verbalise some of the attributes that make them unique and special.	- Understand that boys and girls can be similar in lots of ways and that is OK; - Understand that boys and girls can be different in lots of ways and that is OK; - Explain how being bullied can make someone feel; - Can choose to be kind to someone who is being bullied; - Know how to stand up for themselves when they need to; - Recognise that they shouldn't judge people because they are different; - Understand that everyone's differences make them special and unique.	- Be able to show appreciation for their families, parents and carers; - Use the 'Solve it together' technique to calm and resolve conflicts with friends and family; - Empathise with people who are bullied; - Employ skills to support someone who is bullied; - Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary; - Be able to recognise, accept and give compliments; - Recognise feelings associated with receiving a compliment.	- Try to accept people for who they are; - Identify influences that have made them think or feel positively/negatively about a situation; - Identify feelings that a bystander might feel in a bullying situation; - Identify reasons why a bystander might join in with bullying; - Revisit the 'Solve it together' technique to practise conflict and bullying scenarios; - Identify their own uniqueness; - Be comfortable with the way they look; - Identify when a first impression they had was right or wrong; - Be non-judgemental about others who are different.	- Identify their own culture and different cultures within their class community; - Identify their own attitudes about people from different faith and cultural backgrounds; - Identify a range of strategies for managing their own feelings in bullying situations; - Identify some strategies to encourage children who use bullying behaviours to make other choices; - Be able to support children who are being bullied; - Appreciate the value of happiness regardless of material wealth; - Develop respect for cultures different from their own.	- Empathise with people who are different and be aware of my own feelings towards them; - Identify feelings associated with being excluded; - Be able to recognise when someone is exerting power negatively in a relationship; - Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict; - Identify different feelings of the bully, bullied and bystanders in a bullying scenario; - Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens; - Appreciate people for who they are; - Show empathy.

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Dreams and Goals (DG)	- Understand that challenges can be difficult; - Recognise some of the feelings linked to perseverance; - Talk about a time that they kept on trying and achieved a goal; - Be ambitious; - Be resilient; - Recognise how kind words can encourage people; - Feel proud; - Celebrate success.	- Recognise things that they do well; - Explain how they learn best; - Celebrate an achievement with a friend; - Recognise their own feelings when faced with a challenge; - Recognise their own feelings when they are faced with an obstacle; - Recognise how they feel when they overcome an obstacle; - Can store feelings of success so that they can be used in the future.	- Be able to describe their own achievements and the feelings linked to this; - Recognise their own strengths as a learner; - Recognise how working with others can be helpful; - Be able to work effectively with a partner; - Be able to choose a partner with whom they work well; - Be able to work as part of a group; - Recognise how it feels to be part of a group that succeeds and store this feeling.	- Recognise other people's achievements in overcoming difficulties; - Imagine how it will feel when they achieve their dream / ambition; - Can break down a goal into small steps; - Recognise how other people can help them to achieve their goals; - Can manage feelings of frustration linked to facing obstacles; - Can share their success with others; - Can store feelings of success (in their internal treasure chest) to be used at another time.	- Can talk about their hopes and dreams and the feelings associated with these; - Can identify the feeling of disappointment; - Can identify a time when they have felt disappointed; Be able to cope with disappointment; - Help others to cope with disappointment; - Can identify what resilience is; - Have a positive attitude; - Enjoy being part of a group challenge; - Can share their success with others; - Can store feelings of success (in their internal treasure chest) to be used at another time.	- Verbalise what they would like their life to be like when they are grown up; - Appreciate the contributions made by people in different jobs; - Appreciate the opportunities learning and education can give them; - Reflect on the differences between their own learning goals and those of someone from a different culture; - Appreciate the differences between themselves and someone from a different culture; - Understand why they are motivated to make a positive contribution to supporting others.	- Understand why it is important to stretch the boundaries of their current learning; - Set success criteria so that they know when they have achieved their goal; - Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances; - Empathise with people who are suffering or living in difficult situations; - Be able to give praise and compliments to other people when they recognise that person's achievements.

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Healthy Me (HM)	- Recognise how exercise makes them feel; - Recognise how different foods can make them feel; - Can explain what they need to do to stay healthy; - Can give examples of healthy food; - Can explain how they might feel if they don't get enough sleep; - Can explain what to do if a stranger approaches them.	- Feel good about themselves when they make healthy choices; - Realise that they are special; - Keep themselves safe; - Recognise ways to look after themselves if they feel poorly; - Recognise when they feel frightened and know how to ask for help; - Recognise how being healthy helps them to feel happy.	- Desire to make healthy lifestyle choices; - Identify when a feeling is weak and when a feeling is strong; - Feel positive about caring for their bodies and keeping it healthy; - Have a healthy relationship with food; - Express how it feels to share healthy food with their friends.	- Able to set themselves a fitness challenge; - Recognise what it feels like to make a healthy choice; - Identify how they feel about drugs; - Can express how being anxious or scared feels; - Can take responsibility for keeping themselves and others safe; - Respect their own bodies and appreciate what they do.	- Can identify the feelings that they have about their friends and different friendship groups; - Recognise how different people and groups they interact with impact on them; - Identify which people they most want to be friends with; - Recognise negative feelings in peer pressure situations; - Can identify the feelings of anxiety and fear associated with peer pressure; - Can tap into their inner strength and knowhow to be assertive.	- Can make informed decisions about whether they choose to drink alcohol when they are older; - Recognise strategies for resisting pressure; - Can identify ways to keep themselves calm in an emergency; - Can reflect on their own body image and know how important it is that this is positive; - Accept and respect themselves for who they are; - Respect and value their own bodies; - Be motivated to keep themselves healthy and happy.	- Are motivated to care for their own physical and emotional health; - Are motivated to find ways to be happy and cope with life's situations without using drugs; - Identify ways that someone who is being exploited could help themselves; Suggest strategies someone could use to avoid being pressured; - Recognise that people have different attitudes towards mental health / illness; - Can use different strategies to manage stress and pressure.
Relationships (RL)	- Can identify what jobs they do in their family and those carried out by parents/carers and siblings; - Can suggest ways to make a friend or	- Can express how it feels to be part of a family and to care for family members; - Can say what being a good friend means;	- Can identify the different roles and responsibilities in their family; - Can recognise the value that families can bring; - Can recognise and	- Can identify the responsibilities they have within their family; - Can use Solve-it-together in a conflict scenario and find a win-win	- Can identify feelings and emotions that accompany jealousy; - Can suggest positive strategies for managing	- Can suggest strategies for building self-esteem of themselves and others - Can identify when an online	- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of; - Can help

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	help someone who is lonely; - Can use different ways to mend a friendship; - Can recognise what being angry feels like.	- Can show skills of friendship; - Can identify forms of physical contact they prefer; - Can say no when they receive a touch they don't like; - Can praise themselves and others; - Can recognise some of their personal qualities; - Can say why they appreciate a special relationship.	talk about the types of physical contact that is acceptable or unacceptable; - Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict; - Can identify the negative feelings associated with keeping a worry secret; - Can identify the feelings associated with trust; - Can identify who they trust in their own relationships; - Can give and receive compliments; - Can say who they would go to for help if they were worried or scared; - Learning about family relationships widens to include roles and responsibilities in a	outcome; - Know how to access help if they are concerned about anything on social media or the internet; - Can empathise with people from other countries who may not have a fair job/ less fortunate; - Understand that they are connected to the global community in many different ways; - Can identify similarities in children's rights around the world; - Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.	jealousy; - Can identify people who are special to them and express why; - Can identify the feelings and emotions that accompany loss; - Can suggest strategies for managing loss; - Can tell you about someone they no longer see; - Can suggest ways to manage relationship changes including how to negotiate.	community / social media group feels risky, uncomfortable, or unsafe; - Can suggest strategies for staying safe online/ social media; - Can say how to report unsafe online / social network activity; - Can identify when an online game is safe or unsafe; - Can suggest ways to monitor and reduce screen time; - Can suggest strategies for managing unhelpful pressures online or in social networks.	themselves and others when worried about a mental health problem; - Recognise when they are feeling grief and have strategies to manage them; - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control; - Can resist pressure to do something online that might hurt themselves or others; - Can take responsibility for their own safety and well-being.

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			family.				
Changing Me (CM)	- Can identify how they have changed from a baby; - Can say what might change for them as they get older; - Recognise that changing class can illicit happy and/or sad emotions; - Can say how they feel about changing class/ growing up; - Can identify positive memories from the past year in school/ home.	- Understand and accepts that change is a natural part of getting older; - Can identify some things that have changed and some things that have stayed the same since being a baby (including the body); - Can express why they enjoy learning; - Can suggest ways to manage change e.g. moving to a new class.	- Can appreciate that changes will happen and that some can be controlled and others not; - Be able to express how they feel about changes; - Show appreciation for people who are older; - Can recognise the independence and responsibilities they have now compared to being a baby or toddler; - Can say what greater responsibilities and freedoms they may have in the future; - Can say who they would go to for help if worried or scared; - Can say what types of touch they find	- Can express how they feel about babies; - Can describe the emotions that a new baby can bring to a family; - Can express how they feel about puberty; - Can say who they can talk to about puberty if they have any worries; - Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry; - Can identify changes they are looking forward to in the next year; - Can suggest ways to help them manage feelings during changes	- Can appreciate their own uniqueness and that of others; - Can express how they feel about having children when they are grown up; - Can express any concerns they have about puberty; - Can say who they can talk to about puberty if they are worried; - Can apply the circle of change model to themselves to have strategies for managing change; - Have strategies for managing the emotions relating to change.	- Can celebrate what they like about their own and others' self- image and body-image; - Can suggest ways to boost self-esteem of self and others; - Recognise that puberty is a natural process that happens to everybody and that it will be OK for them; - Can ask questions about puberty to seek clarification; - Can express how they feel about having a romantic relationship when they are an adult; - Can express how they feel about having children when they are an adult;	- Recognise ways they can develop their own self-esteem; - Can express how they feel about the changes that will happen to them during puberty; - Recognise how they feel when they reflect on the development and birth of a baby; - Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to; - Can celebrate what they like about their own and others' self- image

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			comfortable/uncomfortable; - Be able to confidently ask someone to stop if they are being hurt or frightened; - Can say what they are looking forward to in the next year.	they are more anxious about.		- Can express how they feel about becoming a teenager; - Can say who they can talk to if concerned about puberty or becoming a teenager/adult.	and body-image; Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.