



Jigsaw PSHE 3-11 progression map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: *Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

IMPLEMENTATION: *Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

IMPACT: *This can be established through assessment identified in the key learning.*

Being Me in My World Puzzle – Autumn 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS	Relationships Education – By end of primary, pupils should know: Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support					

Taught knowledge (Key objectives are in bold)	- Know they have a right to learn and play, safely and happily - Know that some people are different from themselves - Know that hands can be used kindly and unkindly - Know special things about themselves - Know how happiness and sadness can be expressed - Know that being kind is good	- Understand their own rights and responsibilities with their classroom - Understand that their choices have consequences - Understand that their views are important - Understand the rights and responsibilities of a member of a class	- Understand the rights and responsibilities of class members - Know about rewards and consequences and that these stem from choices - Know that it is important to listen to other people Understand that their own views are valuable - Know that positive choices impact positively on self-learning and the learning of others - Identifying hopes and fears for the year ahead	- Know that the school has a shared set of values - Know why rules are needed and how these relate to choices and consequences - Know that actions can affect others’ feelings Know that others may hold different views - Understand that they are important - Know what a personal goal is - Understanding what a challenge is	- Know their place in the school community - Know what democracy is (applied to pupil voice in school) - Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community - Know how individual attitudes and actions make a difference to a class - Know about the different roles in the school community - Know that their own actions affect themselves and others	- Understand how democracy and having a voice benefits the school community - Understand how to contribute towards the democratic process - Understand the rights and responsibilities associated with being a citizen in the wider community and their country - Know how to face new challenges positively - Understand how to set personal goals - Know how an individual’s behaviour can affect a group and the consequences of this	- Know about children’s universal rights (United Nations Convention on the Rights of the Child) - Know about the lives of children in other parts of the world - Know that personal choices can affect others locally and globally - Know how to set goals for the year ahead - Understand what fears and worries are - Understand that their own choices result in different consequences and rewards - Understand how democracy and having a voice benefits the school community - Understand how to contribute towards the democratic process
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