

Grimsdyke School

Knowledge and Skill Progression Map

Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<p><i>I know we are all different but the same in some way</i></p> <p><i>I know which words to use to stand up for myself when someone says or does something unkind</i></p> <p><i>I know some kind words to encourage people with</i></p> <p><i>I know which foods are healthy and not so healthy and can make healthy eating choices</i></p> <p><i>I know how to help myself go to sleep and understand why sleep is good for me</i></p> <p><i>I know what a stranger is and how to stay safe if a stranger approaches me</i></p> <p><i>I know what being responsible mean</i></p> <p><i>I know the reasons for rules.</i></p> <p><i>I know how to keep myself clean and can how to get ready for school.</i></p> <p><i>I know what sharing means</i></p> <p><i>I know that some behaviour is wrong.</i></p>	<p><i>I can start to recognise and manage my feelings</i></p> <p><i>I enjoy working with others to make school a good place to be</i></p> <p><i>I can tell you why I think my home is special to me</i></p> <p><i>I can tell you how to be a kind friend</i></p> <p><i>I can keep trying until I can do something</i></p> <p><i>I can set a goal and work towards it</i></p> <p><i>I can start to think about the jobs I might like to do when I'm older</i></p> <p><i>I can feel proud when I achieve a goal</i></p> <p><i>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</i></p> <p><i>I understand how it feels to belong and that we are similar and different</i></p> <p><i>I can start to recognise and manage my feelings</i></p> <p><i>I enjoy working with others to make school a good place to be</i></p> <p><i>I can share things in the classroom.</i></p>	<p><i>I understand how it feels to belong and that we are similar and different</i></p> <p><i>I understand why it is good to be kind and use gentle hands</i></p> <p><i>I am starting to understand children's rights and this means we should all be allowed to learn and play</i></p> <p><i>I can identify something I am good at and understand everyone is good at different things</i></p> <p><i>I understand that being different makes us all special</i></p> <p><i>I understand what challenge means</i></p> <p><i>I understand that I need to exercise to keep my body healthy</i></p> <p><i>I understand how moving and resting are good for my body</i></p> <p><i>I understand some the different between right and wrong</i></p>
Relationships (RSE) <i>See RSE Policy for further information</i>	<p><i>Know how to make friends</i></p> <p><i>The meaning of unkind words</i></p> <p><i>Know how to help themselves and others when they feel upset or hurt</i></p> <p><i>Know and show what makes a good relationship</i></p>	<p><i>Show and tell family photos</i></p> <p><i>Investigate imperfect interactions with friends</i></p> <p><i>Suggest ways to make things better.</i></p> <p><i>Develop strategies for dealing with unkindness</i></p> <p><i>Discuss being angry and ways to calm down</i></p>	<p><i>Understand that everyone is unique and special.</i></p>
Changing Me (RSE) <i>See RSE Policy for further information</i>	<p><i>Name different parts of the body</i></p> <p><i>Know the things I can do and things I can eat to be healthy</i></p> <p><i>Know that we all grow from babies to adults</i></p> <p><i>Know who to ask for help if worried about change</i></p>	<p><i>Express how it feels when changes happen</i></p> <p><i>Investigate how I feel about moving to year 1</i></p> <p><i>Talk about worries and/or things I am looking forward to about being in year 1</i></p>	<p><i>Understand changes that happen to themselves</i></p> <p><i>Understand and respect changes in others</i></p>

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Year 1	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know how to use my Jigsaw Journal</i></p> <p><i>I know that I belong to my class</i></p> <p><i>I know why I am safe in my class.</i></p> <p><i>I know how to make my class a safe place for everybody to learn</i></p> <p><i>I know my views are valued and can contribute to the Learning Charter</i></p> <p><i>I know some of my rights</i></p> <p><i>I know some of my responsibilities.</i></p> <p><i>I know that my choices can had good or bad consequences.</i></p> <p><i>I know about our class and school rewards and why they are important.</i></p> <p><i>I know who I can tell if I feel worried or sad</i></p>	<p><i>I can explain why my class is a happy and safe place to learn.</i></p> <p><i>I can give different examples where I or others make my class happy and safe.</i></p> <p><i>I can contribute my views to the Learning Charter</i></p> <p><i>Help others to feel welcome</i></p> <p><i>Try to make our school community a better place</i></p> <p><i>Think about everyone's right to learn</i></p> <p><i>Care about other people's feelings</i></p> <p><i>Work well with others</i></p>	<p><i>I feel special and safe in my class</i></p> <p><i>I understand the rights and responsibilities as a member of my class and for being in my class.</i></p> <p><i>I understand how it feels to be proud of an achievement</i></p> <p><i>I understand the choices I make and understand the consequences</i></p> <p><i>I understand the range of feelings when I face certain consequences</i></p> <p><i>I understand my rights and responsibilities within our Learning Charter</i></p> <p><i>I understand my choices in following the Learning Charter</i></p>
Celebrating Difference	<p><i>I know what bullying is</i></p> <p><i>I know some people who I could talk to if I was feeling unhappy or being bullied</i></p> <p><i>I know how to make new friends</i></p> <p><i>I know how it feels to make a new friend</i></p> <p><i>Know how to give and receive compliments</i></p> <p><i>Know how to help if someone is being bullied</i></p>	<p><i>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</i></p> <p><i>I can explain what bullying is and how being bullied might make somebody feel.</i></p> <p><i>I can tell you some ways I am different from my friends</i></p> <p><i>I can be kind to children who are bullied</i></p> <p><i>Include others when working and playing</i></p> <p><i>Try to solve problems and use kind words.</i></p>	<p><i>I understand how being bullied might feel</i></p> <p><i>I understand these differences make us all special and unique</i></p> <p><i>I know the difference between being kind and being unkind and how choice of words might change this.</i></p>
Dreams and Goals	<p><i>I know how I feel when I am faced with a new challenge</i></p> <p><i>I know how I feel when I see obstacles and how I feel when I overcome them</i></p> <p><i>I know how to store the feelings of success in my internal treasure chest</i></p>	<p><i>Stay motivated when doing something challenging</i></p> <p><i>Keep trying even when it is difficult</i></p> <p><i>Work well with a partner or in a group</i></p> <p><i>Have a positive attitude and growth mind-set</i></p> <p><i>Help others to achieve their goals</i></p> <p><i>Are working hard to achieve their own dreams and goals</i></p> <p><i>I can set simple goals and work out how to achieve it</i></p>	<p><i>I understand what goals and achievements are.</i></p> <p><i>I understand what I can do well and what I find challenging.</i></p> <p><i>Understand that I can get better if I keep practising and trying.</i></p> <p><i>I understand how I learn best</i></p>

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		<p><i>I can tackle a new challenge and understand this might stretch my learning</i></p> <p><i>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</i></p> <p><i>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</i></p> <p><i>I can celebrate achievement with my partner</i></p> <p><i>I can identify how I feel when I am faced with a new challenge</i></p> <p><i>I can explain how I feel when I am successful and how this can be celebrated positively.</i></p> <p><i>I can say why my internal treasure chest is an important place to store positive feelings.</i></p>	<p><i>I understand how to work well with a partner</i></p>
<p>Healthy Me</p>	<p><i>I know some ways to keep myself healthy</i></p> <p><i>I know how to make healthy lifestyle choices</i></p> <p><i>I know how to keep myself clean and healthy</i></p> <p><i>I know that all household products including medicines can be harmful if not used properly</i></p> <p><i>I know some ways to help myself when I feel poorly</i></p> <p><i>I know how to keep safe when crossing the road, and about people who can help me to stay safe</i></p> <p><i>Know how to be a good friend and enjoy healthy friendships</i></p> <p><i>Know how to keep calm and deal with difficult situations</i></p>	<p><i>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</i></p> <p><i>I can give examples of when being healthy can help me feel happy.</i></p> <p><i>I can make healthy choices</i></p> <p><i>I can eat a healthy, balanced diet</i></p> <p><i>I can try to be physically active</i></p> <p><i>I can try to keep themselves and others safe</i></p>	<p><i>I understand the difference between being healthy and unhealthy</i></p> <p><i>I understand I feel good about myself when I make healthy choices</i></p> <p><i>I understand how germs cause disease/illness</i></p> <p><i>I understand that medicines can help me if I feel poorly and I know how to use them safely</i></p> <p><i>I understand when I feel frightened and know who to ask for help</i></p>
<p>Relationships (RSE)</p> <p>See RSE Policy for further information</p>	<p><i>Know how it feels to belong to a family and care about the people who are important to me</i></p> <p><i>Know appropriate ways of physical contact to greet my friends and know which ways I prefer</i></p> <p><i>Know who can help me in my school community</i></p> <p><i>Know when I need help and know how to ask for it.</i></p> <p><i>Know ways to praise myself</i></p>	<p><i>Identify the members of my family and understand that there are lots of different types of families</i></p> <p><i>Identify what being a good friend means to me and to know how to make a new friend</i></p> <p><i>Recognise my qualities as a person and a friend</i></p> <p><i>Discuss being angry and ways to calm down</i></p>	<p><i>Understand which forms of physical contact are acceptable and unacceptable to me</i></p> <p><i>Understand when I am feeling angry and when I am calm</i></p>

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		<p><i>Tell you why I appreciate someone who is special to me and express how I feel about them.</i></p>	
<p>Changing Me (RSE) See RSE Policy for further information</p>	<p><i>Know that changes are OK and that sometimes they will happen whether I want them to or not.</i> <i>Know how my body has changed since I was a baby.</i> <i>Identify the parts of the body that make boys different to girls (within a context that supports ideas around safeguarding and consent).</i> <i>Know some ways to cope with changes.</i></p>	<p><i>Tell you some things about me that have changed and some things about me that have stayed the same.</i> <i>Enjoy learning new things.</i> <i>Tell you about changes that have happened in my life.</i></p>	<p><i>Start to understand the life cycles of animals and humans.</i> <i>Understand that changes happen as we grow and that this is OK.</i> <i>Understand that growing up is natural and that everybody grows at different rates.</i> <i>Respect my body and understand which parts are private.</i> <i>Understand that every time I learn something new I change a little bit.</i></p>

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Year 2	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know how to use my Jigsaw Journal</i></p> <p><i>I know when I feel worried and know who to ask for help</i></p> <p><i>I know the difference between fear and being worried</i></p> <p><i>I know what right choices are and what wrong choices are</i></p> <p><i>I know how to work with others</i></p>	<p><i>I can identify some of my hopes and fears for this year</i></p> <p><i>I can listen to other people and contribute my own ideas about rewards and consequences</i></p> <p><i>I can explain why my behaviour can impact on other people in my class.</i></p> <p><i>I can compare my own and my friends' choices and can express why some choices are better than others.</i></p> <p><i>I can help to make my class a safe and fair place</i></p> <p><i>I can work cooperatively</i></p> <p><i>I am choosing to follow the Learning Charter</i></p>	<p><i>I understand the rights and responsibilities for being a member of my class and school.</i></p> <p><i>I understand how following the Learning Charter will help me and others learn</i></p> <p><i>I can recognise the choices I make and understand the consequences</i></p>
Celebrating difference	<p><i>I know what is right and wrong and know how to look after myself</i></p> <p><i>I know when and how to stand up for myself and others</i></p> <p><i>I know the difference between the definition of bullying and someone being unkind on one occasion.</i></p> <p><i>I know how to get help if I am being bullied or if someone is being unkind to me</i></p> <p><i>I know how it feels to be a friend and have a friend</i></p> <p><i>I know some ways I am different from my friends</i></p> <p><i>Know how to give and receive compliments</i></p>	<p><i>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</i></p> <p><i>I can explain how it feels to have a friend and be a friend.</i></p> <p><i>I can also explain why it is OK to be different from my friends.</i></p> <p><i>I can tell you how someone who is bullied feels</i></p> <p><i>I can be kind to children who are bullied</i></p> <p><i>Accept that everyone is different</i></p> <p><i>Include others when working and playing</i></p> <p><i>Know how to help if someone is being bullied</i></p> <p><i>Try to solve problems</i></p> <p><i>Try to use kind words</i></p>	<p><i>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</i></p> <p><i>I understand some ways in which boys and girls are similar and different and feel good about this</i></p> <p><i>I understand that bullying is sometimes about difference</i></p> <p><i>I understand that it is OK to be different from other people and to be friends with people who are different</i></p> <p><i>I understand we shouldn't judge people if they are different.</i></p> <p><i>I understand these differences make us all special and unique</i></p>
Dreams and Goals	<p><i>I know I have achieved and say how that makes me feel</i></p> <p><i>I know some of my strengths as a learner</i></p> <p><i>I know how to share success with other people</i></p> <p><i>I know how to set a personal goal and why they are important.</i></p>	<p><i>I can choose a realistic goal and think about how to achieve it</i></p> <p><i>I can work well in a group</i></p> <p><i>I can tell you some ways I worked well with my group</i></p> <p><i>I can explain how I played my part in a group and the parts other people played to create an end product.</i></p>	<p><i>I understand how to stay motivated when doing something challenging</i></p> <p><i>Keep trying even when it is difficult (persevering)</i></p> <p><i>What a positive attitude or mind-set means</i></p>

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	<p><i>I know some of the key things which will help me work well in a group.</i></p> <p><i>I know how to ask questions or give my group another suggestion.</i></p>	<p><i>I can explain how our skills complemented each other.</i></p> <p><i>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</i></p> <p><i>I can recognise who I work well with and who it is more difficult for me to work with</i></p> <p><i>I can work with others in a group to solve problems</i></p>	<p><i>Help others to achieve their goals</i></p>
Healthy Me	<p><i>I know what I need to keep my body healthy</i></p> <p><i>I know how to make healthy lifestyle choices.</i></p> <p><i>I know which foods I enjoy the most</i></p> <p><i>I know some things that make me feel relaxed and some that make me feel stressed</i></p> <p><i>I know when a feeling is weak and when a feeling is strong</i></p> <p><i>I know the correct food groups and know which foods my body needs every day to keep me healthy</i></p> <p><i>I know which foods are most nutritious for my body</i></p> <p><i>I know how to be physically active and why this is good for my body.</i></p>	<p><i>I feel positive about caring for my body and keeping it healthy</i></p> <p><i>I can express how it feels to share healthy food with my friends</i></p> <p><i>I can show or tell you what relaxed means</i></p> <p><i>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</i></p> <p><i>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</i></p> <p><i>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</i></p> <p><i>I can make some healthy snacks and explain why they are good for my body</i></p> <p><i>I can decide which foods to eat to give my body energy</i></p>	<p><i>I understand how medicines work in my body and how important it is to use them safely</i></p> <p><i>I understand the importance of a healthy relationship with food</i></p> <p><i>Understand what a healthy diet is and what a balanced healthy diet is</i></p>
Relationships (RSE) See RSE Policy for further information	<p><i>Identify the different members of my family</i></p> <p><i>Know why it is important to share and cooperate.</i></p> <p><i>Know which types of physical contact I like and don't like and be able talk about this.</i></p> <p><i>Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</i></p>	<p><i>Identify some of the things that cause conflict with my friends.</i></p> <p><i>Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</i></p> <p><i>Recognise and appreciate people who can help me in my family, my school and my community.</i></p> <p><i>Express my appreciation for the people in my special relationships.</i></p> <p><i>Be comfortable accepting appreciation from others</i></p>	<p><i>Understand that my relationship with each of my family members is different.</i></p> <p><i>Accept that everyone's family is different and understand that most people value their family.</i></p> <p><i>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</i></p> <p><i>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</i></p>

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			<i>Understand how it feels to trust someone.</i>
<p>Changing Me (RSE) See RSE Policy for further information</p>	<p><i>Know some of the life cycles presented in nature. Know the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</i></p>	<p><i>Recognise cycles of life in nature. Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me. Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent. Tell you what I like/don't like about being a boy/girl. Be confident to say what I like and don't like and ask for help. Identify what I am looking forward to when I am in Year 3. Start to think about changes I will make when I am in Year 3 and know how to go about this.</i></p>	<p><i>Understand there are some changes that are outside my control and to recognise how I feel about this. Understand there are different types of touch and tell you which ones I like and don't like.</i></p>

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Year 3	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know how to value myself and how to make someone else feel welcome and valued</i></p> <p><i>I know how to tell if someone is feeling happy, sad or scared even if you can't see it on the outside.</i></p>	<p><i>I can explain how my behaviour can affect how others feel and behave.</i></p> <p><i>I can explain why it is important to have rules and how that helps me and others in my class learn.</i></p> <p><i>I can work cooperatively in a group</i></p> <p><i>I can set personal goals</i></p> <p><i>I can face new challenges positively, make responsible choices and ask for help when I need it</i></p> <p><i>I care about other people's feelings</i></p> <p><i>I can make responsible choices and take action</i></p> <p><i>I understand my actions affect others and</i></p>	<p><i>I understand my worth and can identify positive things about myself and my achievements</i></p> <p><i>I understand why rules are needed and how they relate to rights and responsibilities.</i></p> <p><i>I understand that my actions affect myself and others</i></p> <p><i>Understand what adults mean when they ask you to try to see things from someone else's points of view</i></p> <p><i>I understand that my behaviour brings rewards/consequences</i></p> <p><i>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</i></p>
Celebrating difference	<p><i>I know how to calm myself down and can use the 'Solve it together' technique</i></p> <p><i>I know what it means to be a witness to bullying</i></p> <p><i>I know what to do if I see someone getting bullied.</i></p> <p><i>I know some ways of helping to make someone who is bullied feel better</i></p> <p><i>I know that witnesses can make the situation better or worse by what they do</i></p> <p><i>I know how I can show appreciation to my family/friends or the people who care for me</i></p>	<p><i>I can explain why it is important to feel valued.</i></p> <p><i>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</i></p> <p><i>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. Solve It Together or asking for help.</i></p> <p><i>I recognise that some words are used in hurtful ways</i></p> <p><i>I can tell you about a time when my words affected someone's feelings and what the consequences were</i></p> <p><i>I can problem-solve a bullying situation with others</i></p> <p><i>I try hard not to use hurtful words (e.g. gay, fat)</i></p> <p><i>I can give and receive compliments and know how this feels</i></p>	<p><i>I understand that everybody's family is different and important to them</i></p> <p><i>I understand that differences and conflicts sometimes happen among family members</i></p> <p><i>I understand words affect someone's feelings and what the consequences are</i></p> <p><i>I understand the term 'bystander'</i></p>

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<p>Dreams and Goals</p>	<p><i>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</i> <i>I know how others could help me to achieve my goals/aspirations</i> <i>I know about a person who has faced difficult challenges and achieved success</i> <i>I know some dream/ambitions that are important to me</i> <i>I know how to face new learning challenges.</i> <i>I know how to be motivated and enthusiastic about new goals or challenges.</i></p>	<p><i>I am confident and positive when I share my success with others.</i> <i>I can manage the feelings of frustration that may arise when obstacles occur</i> <i>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</i> <i>I enjoy facing new learning challenges and working out the best ways for me to achieve them</i> <i>I am motivated and enthusiastic about achieving our new challenge</i> <i>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</i> <i>I can evaluate my own learning process and identify how it can be better next time</i></p>	<p><i>I understand people who overcome obstacles and achieve their dreams and goals (e.g. through disability) deserve admiration and respect.</i> <i>I can imagine how I will feel when I achieve my dream/ambition</i> <i>I understand the need to break down a goal into a number of steps to achieve it.</i></p>
<p>Healthy Me</p>	<p><i>I know how exercise affects my body</i> <i>I know why my heart and lungs are such important organs and what their roles are inside the body.</i> <i>I know how these changes during exercise.</i> <i>I know that the amount of calories, fat and sugar I put into my body will affect my health</i> <i>I know how different food groups, vitamins and minerals help my body during exercise.</i> <i>I know what it feels like to make a healthy choice</i> <i>I know how to take responsibility for keeping myself and others safe</i></p>	<p><i>I can set myself a fitness challenge</i> <i>I can express my knowledge and attitude towards drugs.</i> <i>I can express how being anxious or scared feels</i> <i>I respect my body and appreciate what it does for me</i> <i>I can identify things, people and places that I need to keep safe from</i> <i>I can tell you some strategies for keeping myself safe and healthy including who to go to for help.</i> <i>I can express how being anxious/ scared and unwell feels.</i></p>	<p><i>I understand how complex my body is and how important it is to take care of it</i> <i>I understand how heart and lungs operate differently during exercise.</i></p>
<p>Relationships (RSE) See RSE Policy for further information</p>	<p><i>To know and use some strategies for keeping myself safe.</i> <i>To know who to ask for help if I am worried or concerned.</i> <i>To know how to express my appreciation to my friends and family.</i></p>	<p><i>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</i> <i>To describe how taking some responsibility in my family makes me feel.</i></p>	<p><i>To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.</i></p>

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		<p><i>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</i></p> <p><i>To describe how taking some responsibility in my family makes me feel.</i></p> <p><i>To empathise with children whose lives are different to mine and appreciate what I may learn from them</i></p> <p><i>To enjoy being part of a family and friendship groups.</i></p> <p><i>To explain how some of the actions and work of people around the world help and influence my life.</i></p> <p><i>To show an awareness of how this could affect my choices.</i></p>	
<p>Changing Me (RSE) See RSE Policy for further information</p>	<p><i>Know how boys' and girls' bodies change on the outside during this growing up process.</i></p> <p><i>Know how boys' and girls' bodies change during the growing up process and link this to the life cycles of other living things e.g. frogs, chickens, butterflies etc.</i></p> <p><i>Know what stereotype means (including gender stereotype)</i></p>	<p><i>Express how I feel when I see babies or baby animals</i></p> <p><i>Express how I might feel if I had a new baby in my family</i></p> <p><i>Recognise how I feel about these changes happening to me and know how to cope with those feelings</i></p> <p><i>Recognise how I feel about these changes happening to me and how to cope with these feelings.</i></p> <p><i>Start to recognise stereotypical ideas I might have about parenting and family roles.</i></p> <p><i>Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</i></p> <p><i>Identify what I am looking forward to when I am in Year 4.</i></p> <p><i>Start to think about changes I will make when I am in Year 4 and know how to go about this</i></p>	<p><i>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</i></p> <p><i>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</i></p>

Grimsdyke School

Knowledge and Skill Progression Map

Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

Year 4	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know my attitudes and actions make a difference to the class team</i></p> <p><i>I know what included and excluded means</i></p> <p><i>I know how good it feels to be included in a group and understand how it feels to be excluded</i></p> <p><i>I know who is in my school community, the roles they play and how I fit in</i></p> <p><i>I know what democracy means and how this links to my learning on the Roman period</i></p> <p><i>I know what empathy means</i></p>	<p><i>I can explain why being listened to and listening to others is important in my school community.</i></p> <p><i>I can explain why being democratic is important and can help me and others feel valued.</i></p> <p><i>I try to make people feel welcome and valued</i></p> <p><i>I can take on a role in a group and contribute to the overall outcome</i></p> <p><i>I can recognise my contribution to making a Learning Charter for the whole school</i></p> <p><i>I care about other people's feelings and try to empathise with them</i></p>	<p><i>I understand how democracy works through the School Council</i></p> <p><i>I understand that my actions affect myself and others</i></p> <p><i>I understand how rewards and consequences motivate people's behaviour</i></p> <p><i>I understand how groups come together to make decisions</i></p> <p><i>I understand how democracy and having a voice benefits the school community</i></p> <p><i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i></p>
Celebrating difference	<p><i>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</i></p> <p><i>I know how it might feel to be a witness to and a target of bullying</i></p> <p><i>I can help to solve a problem when there is a situation of bullying with others.</i></p> <p><i>I know why witnesses sometimes join in with bullying and sometimes don't tell</i></p> <p><i>I know how to respect people (links to UNCRC)</i></p> <p><i>I know the difference between physical traits and personality/character traits.</i></p>	<p><i>I can tell you a time when my first impression of someone changed as I got to know them.</i></p> <p><i>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</i></p> <p><i>I can explain why it is good to accept myself and others for who we are.</i></p> <p><i>I can problem-solve a bullying situation with others</i></p> <p><i>I like and respect the unique features of my physical appearance</i></p>	<p><i>I understand that, sometimes, we make assumptions based on what people look like</i></p> <p><i>I understand what influences me to make assumptions based on how people look</i></p> <p><i>I understand what is special about me and value the ways in which I am unique</i></p> <p><i>I understand why it is good to accept people for who they are and what I can learn from them (celebrate skills, talents, diversity, interests etc.)</i></p> <p><i>I understand when people may need to change something about themselves and why it will be good for them and others (areas to improve e.g. behaviour, attitudes, actions etc.)</i></p>

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Knowledge and Skill Progression Map

Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

<p>Dreams and Goals</p>	<p><i>I know how it feels to have hopes and dreams</i> <i>I know how to cope with disappointment and how to help others cope with theirs</i> <i>I know how to make a new plan and set new goals even if I have been disappointed</i> <i>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</i> <i>I know what it means to be resilient and to have a positive attitude</i></p>	<p><i>I can tell you about some of my hopes and dreams</i> <i>I can plan and set new goals even after a disappointment.</i> <i>I can explain what it means to be resilient and to have a positive attitude.</i> <i>I can enjoy being part of a group challenge</i> <i>I can identify the contributions made by myself and others to the group's achievement</i></p>	<p><i>I understand what disappointment feels like and can identify when I have felt that way</i> <i>I understand that sometimes hopes and dreams do not come true and that this can hurt</i> <i>I understand that reflecting on positive and happy experiences can help me to counteract disappointment</i> <i>I understand how to share in the success of a group and how to store this success experience in my internal treasure chest</i></p>
<p>Healthy Me</p>	<p><i>I know there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</i> <i>I know the facts about smoking.</i> <i>I know the effects of smoking on health.</i> <i>I know some of the reasons some people start to smoke</i> <i>I know the facts about alcohol</i> <i>I know the effects of alcohol on health, particularly the liver.</i> <i>I know some of the reasons some people drink alcohol.</i> <i>I know how people drink alcohol responsibly</i> <i>I know how to act assertively to resist pressure from myself and others</i> <i>I know what inner strength means</i> <i>I know myself well enough to have a clear picture of what I believe is right and wrong</i></p>	<p><i>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</i> <i>I can identify feelings of anxiety and fear associated with peer pressure.</i> <i>I can identify the feelings I have about my friends and my different friendship groups</i> <i>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt).</i> <i>I can tap into my inner strength and know how to be assertive</i></p>	<p><i>I understand how different people and groups impact on me and can recognise the people I most want to be friends with</i> <i>I understand when people are putting me under pressure and can explain ways to resist this when I want</i> <i>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</i></p>
<p>Relationships (RSE) See RSE Policy for further information</p>	<p><i>I know how it feels to belong to a range of different relationships and identify what I contribute to each of them.</i> <i>I know how most people feel when they lose someone or something they love</i></p>	<p><i>To identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</i> <i>To identify someone I love and express why they are special to me</i></p>	<p><i>Understand how people feel when they love a special pet</i> <i>Understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark</i></p>

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Knowledge and Skill Progression Map
Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

	<p><i>Know how to show love and appreciation to the people and animals who are special to me.</i> <i>Know that I can love and be loved</i></p>	<p><i>I can tell you about someone I know that I no longer see</i> <i>Can understand that we can remember people even if we no longer see them</i> <i>Explain different points of view on an animal rights issue</i> <i>Express my own opinion and feelings on this</i></p>	<p><i>loss by celebrating special things about the pet</i></p>
<p>Changing Me (RSE) See RSE Policy for further information</p>	<p><i>Know the difference between nature and nurture.</i> <i>Know that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</i> <i>Know the key changes that begin at puberty for my gender</i> <i>Know about a change I have already experienced – what can learn from this about how to cope with change in the future</i></p>	<p><i>Consider the impact of nature and nurture</i> <i>Identify what I am looking forward to when I am in Year 5</i> <i>Reflect on the changes I would like to make when I am in Year 5 and describe how to go about this</i></p>	<p><i>Appreciate that I am a truly unique human being</i> <i>Understand that everyone is different</i> <i>Understand changes at puberty, how that impacts on me and how I feel about it</i></p>

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Knowledge and Skill Progression Map

Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

Year 5	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know my rights and responsibilities as a citizen of my country and as a member of my school</i></p> <p><i>I know how democracy and having a voice benefits the school community.</i></p> <p><i>I know how to participate in this</i></p> <p><i>I know what I value most about my school</i></p> <p><i>I know how to set personal goals</i></p>	<p><i>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</i></p> <p><i>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</i></p> <p><i>I can identify my hopes for this school year</i></p> <p><i>I can empathise with people in this country whose lives are different to my own</i></p> <p><i>I can contribute to the group tasks and discussions</i></p> <p><i>I can face new challenges positively</i></p> <p><i>I can make choices about my own behaviour because I understand how rewards and consequences feel</i></p>	<p><i>I can contribute to the group and understand how we can function best as a whole</i></p> <p><i>I understand that my actions affect me and others</i></p> <p><i>I understand how we can function best as a whole</i></p> <p><i>I understand how an individual's behaviour can impact on a group</i></p> <p><i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i></p> <p><i>I understand my rights and responsibilities as a citizen of my country</i></p> <p><i>I understand how democracy and having a voice benefits the school community</i></p>
Celebrating difference	<p><i>I know about my own culture</i></p> <p><i>I know that people may have a different attitude towards people from different races</i></p> <p><i>I know what racism is</i></p> <p><i>I know the difference between direct and indirect types of bullying</i></p> <p><i>I know some ways to encourage children who use bullying behaviours to make other choices</i></p> <p><i>I know how to manage various bullying or problem-solving situations.</i></p> <p><i>I know how to support children who are being bullied</i></p> <p><i>I know about a different culture from my own</i></p>	<p><i>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</i></p> <p><i>I can explain why racism and other forms of discrimination are unkind.</i></p> <p><i>I can express how I feel about discriminatory behaviour.</i></p> <p><i>I can tell you a range of strategies for managing my feelings in bullying situations</i></p> <p><i>I can appreciate the value of happiness regardless of material wealth</i></p> <p><i>I respect my own and other people's cultures</i></p> <p><i>I can explain the difference between direct and indirect types of bullying</i></p> <p><i>I can compare my life with people in the developing world</i></p>	<p><i>I understand that cultural differences sometimes cause conflict</i></p> <p><i>I understand how rumour-spreading and name-calling can be bullying behaviours</i></p> <p><i>I understand the value of happiness regardless of material wealth</i></p> <p><i>I understand what racism is</i></p> <p><i>I can understand a different culture from my own</i></p>

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<p>Dreams and Goals</p>	<p><i>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</i> <i>I know the similarities and differences in aspirations between myself and young people in a different culture</i> <i>I know the contributions made by people in different jobs</i> <i>I know how learning and education will help me build my future.</i></p>	<p><i>I can describe and compare my hopes and dreams with those of young people from different cultures.</i> <i>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</i> <i>I can identify what I would like my life to be like when I am grown up</i> <i>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</i></p>	<p><i>I understand that I will need money to help me achieve some of my dreams</i> <i>I understand why some people are motivated to make a positive contribution to supporting others</i> <i>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</i> <i>I understand how my education will help me to build my future</i> <i>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</i></p>
<p>Healthy Me</p>	<p><i>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</i> <i>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</i> <i>I know that smoking and alcohol misuse is unhealthy.</i> <i>I know the short term and long term damage of smoking and alcohol misuse</i> <i>I know how to keep myself calm in Emergencies</i> <i>I know about the practice of basic emergency aid procedures (including recovery position)</i> <i>I know how to get help in emergency situations</i> <i>I know how important it is that my body image is positive</i> <i>I know the different roles food can play in people's lives and what makes a healthy lifestyle including healthy eating</i> <i>I know about eating problems (disorders) relating to body image pressures</i></p>	<p><i>I can explain different roles that food and substances can play in people's lives.</i> <i>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</i> <i>I can summarise different ways that I respect and value my body.</i> <i>I can reflect on my own body image</i> <i>I respect and value my body</i> <i>I am motivated to keep myself healthy and happy</i> <i>I can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</i></p>	<p><i>I understand the need to make an informed decision about whether or not I choose to smoke/drink alcohol and know how to resist pressure</i> <i>I understand that people choose to drink alcohol for socialising and can be responsible.</i> <i>I understand what alcohol misuse is and the impact this can have on their bodies and people around them.</i> <i>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</i> <i>I understand how people can develop eating problems (disorders) relating to body image pressures</i></p>

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Knowledge and Skill Progression Map
Subject: PSHE (Jigsaw scheme of work)

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			<i>I understand the choices I need to make to be healthy and happy</i>
<p>Relationships (RSE) See RSE Policy for further information</p>	<p><i>Know how to keep building my own self-esteem</i> <i>Know how to stand up for myself and how to negotiate and compromise.</i> <i>Know how to make new friends and how to manage when I fall out with my friends.</i> <i>I know the risks of using the internet.</i></p>	<p><i>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</i> <i>Recognise how friendships change.</i> <i>Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</i> <i>Explain how to stay safe when using technology to communicate with my friends.</i> <i>Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</i></p>	<p><i>Understand how to stay safe when using technology to communicate with my friends.</i></p>
<p>Changing Me (RSE) See RSE Policy for further information</p>	<p><i>Know how to develop my own self esteem.</i> <i>Know how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</i> <i>Know that puberty is a natural process that happens to everybody and that it will be OK for me.</i> <i>Know how boys' and girls' bodies change during puberty.</i></p>	<p><i>Be aware of my own self-image and how my body image fits into that.</i> <i>Be aware of social media pressures about body image and be able to discuss issues constructively and positively.</i> <i>Express how I feel about the changes that will happen to me during puberty.</i> <i>Appreciate how amazing it is that human bodies can reproduce in these ways.</i> <i>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</i> <i>Be confident that I can cope with the changes that growing up will bring.</i> <i>Identify what I am looking forward to when I am in Year 6.</i> <i>Start to think about changes I will make when I am in Year 6 and know how to go about this.</i></p>	<p><i>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</i> <i>Understand that sometimes people need IVF to help them have a baby.</i></p>

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Subject: PSHE (Jigsaw scheme of work)

Note: Please see separate document for SRE

Year 6	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Being Me in My World	<p><i>I know that there are universal rights for all children but for many children these rights are not met</i></p> <p><i>I know how rewards and consequences relate to my rights and responsibilities</i></p> <p><i>I know how democracy and having a voice benefits the school community</i></p> <p><i>I know the meaning of 'want' and 'need'</i></p> <p><i>I know how to make others feel welcome and valued</i></p>	<p><i>I can identify my goals for this year.</i></p> <p><i>I can explain how my choices can have an impact on people in my immediate community and globally.</i></p> <p><i>I can empathise with others in my community and globally and explain how this can influence the choices I make.</i></p> <p><i>I can compare my wants and need with children in different communities and countries</i></p>	<p><i>I feel welcome and valued</i></p> <p><i>I understand my fears and worries about the future and know how to express them</i></p> <p><i>I understand my own wants and needs and the difference between these.</i></p> <p><i>I understand that my actions affect other people locally and globally</i></p> <p><i>I understand how an individual's behaviour can impact on a group</i></p> <p><i>I understand that my actions affect myself and others</i></p> <p><i>I understand how I can make choices about my own behaviour because I understand how rewards and consequences feel and can link these to my rights and responsibilities</i></p>
Celebrating difference	<p><i>I know some of the ways in which one person or a group can have power over another</i></p> <p><i>I know some of the reasons why people use bullying behaviours</i></p> <p><i>I know and can give examples of people with Disabilities or who are different to others and lead amazing lives or are an inspiration to others.</i></p>	<p><i>I can explain ways in which difference can be a source of conflict or a cause for celebration.</i></p> <p><i>I can explain how it can feel to be excluded or treated badly by being different in some way</i></p> <p><i>I can explain ways in which difference can be a source of conflict and a cause for celebration</i></p>	<p><i>I understand there are different perceptions about what normal means</i></p> <p><i>I understand how being different could affect someone's life</i></p>
Dreams and Goals	<p><i>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)</i></p> <p><i>I can describe some ways in which I can work with other people to help make the world a better place</i></p> <p><i>I know how small targets can help to reach a bigger goal.</i></p>	<p><i>I can explain different ways to work with others to help make the world a better place.</i></p> <p><i>I can explain what motivates me to make the world a better place.</i></p> <p><i>I can set success criteria so that I will know whether I have reached my goal</i></p>	<p><i>I understand why it is important to stretch the boundaries of my current learning</i></p> <p><i>I understand the emotions I experience when I consider people in the world who are suffering or living in difficult situations</i></p>

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Subject: PSHE (Jigsaw scheme of work)

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	<p><i>I know what some people in my class like or admire about me and can accept their praise</i></p> <p><i>I know what motivates me to do different things and why</i></p> <p><i>I know about some problems in the world that concerns me or others</i></p>		<p><i>I understand that I can give praise and compliments to other people when I recognise their contributions and achievements</i></p> <p><i>I understand how to motivate myself to work on my goals</i></p>
<p>Healthy Me</p>	<p><i>I know about different types of drugs and their uses (over the counter, prescribed, legal and illegal)</i></p> <p><i>I know about the effects of drugs on the body particularly the liver and heart</i></p> <p><i>I know why some people join gangs and the risks this involves</i></p> <p><i>I know what it means to be emotionally well and can explore people's attitudes towards mental health/illness</i></p> <p><i>I know the triggers that cause stress and pressure</i></p> <p><i>I know how stress can cause drug and alcohol misuse.</i></p> <p><i>I know how to care for my physical and emotional health and know what makes me happy or what I can do to be happy</i></p> <p><i>I know ways that someone who is being exploited to drugs can help themselves</i></p> <p><i>I know strategies someone could use to avoid being or feeling pressurised</i></p> <p><i>I know how to help myself feel emotionally healthy and can recognise when I need help with this</i></p> <p><i>I know how to responsibility for my health and make choices that benefit my health and well-being</i></p> <p><i>I know how it can feel for someone who is struggling to manage their health and well-being.</i></p> <p><i>I know who I can talk to if I need help with managing my health or well-being or if I am concerned about someone else.</i></p>	<p><i>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</i></p> <p><i>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</i></p>	<p><i>I understand the importance of finding ways to be happy and cope with life's situations without using drugs</i></p> <p><i>I understand that some people can be exploited and made to do things that are against the law</i></p> <p><i>I understand how to help myself feel emotionally healthy and can recognise when I need help</i></p> <p><i>I understand how stress can cause drug and alcohol misuse.</i></p>

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Subject: PSHE (Jigsaw scheme of work)

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<p>Relationships (RSE) <i>See RSE Policy for further information</i></p>	<p><i>Know some of the feelings we can have when someone dies or leaves.</i> <i>Know when people are trying to gain power or control.</i> <i>To know how to use technology positively and safely to communicate with my friends and family.</i></p>	<p><i>Identify the most significant people to be in my life so far.</i> <i>Use some strategies to manage feelings associated with loss and help other people to do so.</i> <i>Recognise when I am feeling those emotions and have strategies to manage them.</i> <i>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</i> <i>Take responsibility for my own safety and well-being.</i></p>	<p><i>Understand how it feels to have people in my life that are special to me.</i> <i>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</i> <i>Understand how technology can be used to try to gain power or control and be able to use strategies to prevent this from happening.</i></p>
<p>Changing Me (RSE) <i>See RSE Policy for further information</i></p>	<p><i>Know how to develop my own self-esteem</i> <i>Know how boys' and girls' bodies change during puberty.</i> <i>Know how a baby develops from conception through the nine months of pregnancy.</i> <i>Know how to prepare myself emotionally for starting secondary school.</i></p>	<p><i>Be aware of my own self-image and how my body image fits into that.</i> <i>Express how I feel about the changes that will happen to me during puberty.</i> <i>Recognise how I feel when I reflect on the development and birth of a baby</i> <i>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</i> <i>Identify what I am looking forward to and what worries me about the transition to secondary school.</i></p>	<p><i>Understand how being physically attracted to someone changes the nature of the relationship.</i></p>