

John Randall Primary School and Nursery

Progression of Skills ~ PSHE Jigsaw The Mindful Approach

Lesson Structure	Skills developed
Connect us	Maximise social skills Engender positive relationships Enhance collaborative learning
Calm me	Calm the mind Relax the body Quieten their emotions Reflection Spiritual development
Open my Mind	Brain filtering
Tell Me or Show Me	Introduce new information, concepts and skills
Let Me Learn	Manipulate Use Play
Help Me Reflect	Reflect Process Evaluate Consolidate Apply
Closure	Praising Positive attitude Achievement Summarise

SMSC (Spiritual, Moral, Social, Cultural) development Every lesson contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible Means</p>	<p>I understand my rights and responsibilities within our school ethos</p> <p>I understand my choices in following the school ethos</p>	<p>I can recognise the choices I have and understand the consequences</p> <p>I am choosing to follow the school ethos</p>	<p>I understand my actions affect others and try to see from their points of view</p> <p>I am choosing to follow the school ethos in all aspects of school life</p>	<p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a school ethos and begin to can help others to follow it</p>	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a school ethos and can help others to follow it</p>	<p>I understand how democracy and having a voice benefits the school community, local area and globally</p> <p>I understand why our school community benefits from a school ethos and how</p> <p>I can help others to follow it by modelling it myself</p>

<p>Celebrating Difference</p>	<p>I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind</p> <p>Children learn how to improve things if they don't like what someone says or does to them. Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase.</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p> <p>Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied.</p> <p>reinforce the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying 1 Celebrating if it arises</p>	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p> <p>Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.</p> <p>Children are empowered to know what is right and wrong and to look after themselves.</p> <p>reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p> <p>Explore how sometimes conflict occurs in families and how children can calm themselves down and use solution techniques to help themselves. Using the story, 'And Tango Makes Three', children think about a possible source of family conflict and think of ways to help solve it. Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help. Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p> <p>Focus on more surreptitious bullying and how to better understand bullying behaviour. For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot.</p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>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</p> <p>Children learn about what racism is and how their own attitudes can affect how they treat others. introduce the concept of racism and discrimination to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist. Children learn about how rumours are spread and how namecalling can both be bullying behaviours. They also learn the difference between direct and indirect bullying. children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p> <p>Children learn about how having a disability could affect someone's life. children can relate more readily to someone who has a disability and what that may mean for them. Children are encouraged to put themselves in someone else's shoes, to try to better understand difference – and not to feel fearful of difference. Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe. Children learn about some of the reasons why people bully, using various example scenarios. Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying situations – and how they can help solve problems if they</p>

							are part of a bullying situation.
Dreams and Goals	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>

<p>Healthy Me</p>	<p>I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me</p> <p>Using stories like 'Never Talk To Strangers', children discuss with suggestions about what they could do to keep themselves safe. Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message. 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>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</p> <p>I can express how being anxious or scared feels</p> <p>Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help. Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>Children can learn to recognise when people are putting them under pressure and how to resist this when they want. Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people. Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be. Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can evaluate when alcohol is being used responsibly, antisocially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>
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<p>Relationships</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my Feelings I know how to be a good friend</p> <p>Children explore how they feel if someone says something unkind to them. These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help.</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p> <p>children act out scenarios showing when they can ask for help and from whom they can receive help.</p> <p>If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> <p>Focus on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.</p> <p>Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it. Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p> <p>Children discuss things that they might need to keep safe from In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p> <p>Through discussion and activities, children understand that they have a choice about whether to have a girlfriend/boyfriend and that they are under no pressure to do this (assertiveness). Children look at appropriate and inappropriate behaviour, including physical contact. The emphasis in the lesson is that there is absolute need for both people in a relationship to show and to expect complete respect for each other's feelings and choices; this concept can easily be applied to other situations that some children may be in. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. To create a balanced view, children are also encouraged to share what is good/ useful about the internet.</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power. facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations. learn how technology can be used to try to gain power or control, and to be able to use strategies to prevent this from happening. They are also taught how to take responsibility for their own safety and wellbeing. Children are reassured that they can talk to a trusted adult about anything that might be worrying them online or on phones and children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing.</p>
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<p>Changing Me</p> <p>SRE content taught</p>	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p> <p>Reinforcing the concept that our bodies are precious and need looking after. This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p> <p>Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them</p> <p>By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>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</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>Shropshire County Council – Relationship and Sex Education</p> <p>Changes</p> <p>Puberty</p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them</p> <p>Know and understand life processes common to humans, including reproduction</p> <p>Know and understand about personal hygiene</p> <p>Menstruation</p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them.</p> <p>Know and understand life processes common to humans, including reproduction.</p> <p>Know and understand about personal hygiene and keeping safe.</p> <p>Reproduction</p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them</p> <p>Know and understand life processes common to humans, including reproduction</p> <p>Know and understand the main stages of the human life cycle</p> <p>Pregnancy and Birth</p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them.</p> <p>Know and understand life processes common to humans, including reproduction.</p> <p>Know and understand the main stages of the human life cycle.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p> <p>Shropshire County Council – Relationship and Sex Education</p> <p>Identify changes in puberty and increase self confidence</p> <p>Recognise my own worth and that of others</p>
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