



St Joseph's Catholic Primary School

PSHE Knowledge and skills progression

Being me in the my world

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<ul style="list-style-type: none"> • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • • Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying 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 	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.



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Celebrating differences

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<ul style="list-style-type: none"> • Know that people have differences and similarities <ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy <ul style="list-style-type: none"> • Know skills to make friendships • Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different <ul style="list-style-type: none"> • 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 	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>

In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.



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Dreams and goals

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.



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Health Me

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<p>Know the difference between being healthy and unhealthy</p> <ul style="list-style-type: none"> • Know some ways to keep healthy • Know how to make healthy lifestyle choices <p>• Know how to keep themselves clean and healthy</p> <ul style="list-style-type: none"> • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly <p>• Know how to keep safe when crossing the road</p> <ul style="list-style-type: none"> • Know about people who can keep them safe 	<ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices <ul style="list-style-type: none"> • 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 	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>

In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.



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Relationships

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care <ul style="list-style-type: none"> • Know how to make a friend • Know the characteristics of healthy and safe friends <ul style="list-style-type: none"> • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community 	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members <ul style="list-style-type: none"> • Can say what being a good friend means <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Can praise themselves and others Can recognise some of their personal qualities <ul style="list-style-type: none"> • Can say why they appreciate a special relationship 	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.



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Changing me

<u>Knowledge</u>	<u>Social and emotional skills</u>	<u>Key vocabulary</u>
<ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change 	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>

Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy



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and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.