

PSHE skills and progression coverage map 2025 - 2026

This PSHE skills and progression document is a working document based on the Jigsaw themes – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to spiral and build the development our children each year. Individual teaching teams may find alternative resources that teach the same objectives appropriately. Each jigsaw theme contains a mixture of substantive and disciplinary concepts, where:

- *substantive knowledge in the content within each theme*
- *disciplinary knowledge is the interpretation children have of themselves and how to support themselves and others through changes. They will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.*

Due to its spiral curriculum where the same themes are revisited each year, when children are taught in mixed age groups, we operate a 2-year cycle. Where it is recommended that children are taught discrete lessons in their chronological year group, they are marked on this progression in purple.

Contextual Safeguarding: As a school, we realise that children are exposed to a number of safeguarding risks and are influenced by the environment in which they grow up. We feel that it is extremely important to teach our children about these risks and how best to deal with them. Some areas have been identified as more of a potential risk for our school context and are outlined on the document below. As our children grow and develop, we know that they are influenced by a whole range of environments and from people beyond their families, in school, within the local community, in peer groups or online. Highlighting contextual safeguarding on this document ensures that we, as a staff, keep our children and young people safe - not just physically but emotionally and mentally too - by being more aware of these potential risks. Whilst delivering PSHE, all members of staff need to be aware of these contextual safeguarding risks and be mindful when planning and delivering lessons around these areas to be thorough and extra vigilant. When teaching, teachers should be aware of any child/children who perhaps needs additional support or resources and speak to the PSHE lead whilst ensuring the school's safeguarding policy and reporting procedures are adhered to.

<p>National Curriculum link</p> <p>(from Statutory Guidance, Relationships Education (Primary), DfE)</p>	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • 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 <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships 	<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online • Being safe • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice, for example family, school or other sources
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Disciplinary	Each PSHE lesson is underpinned by the following concepts:	<p>Connect Us – Developing the ability to enjoy their learning, be inclusive learners and to build and maximise their social skills.</p> <p>Calm Me – Children gain awareness of what’s going on in their own minds, relaxing them in order to reach a place where they are ready to learn.</p> <p>Open My Mind – An activity designed to improve concentration and learning by filtering out activity around them.</p> <p>Tell Me or Show Me – Children are encouraged to introduce new information, concepts and skills by using a range of activities.</p> <p>Let Me Learn – Developing children’s ability to use new information and make sense of it.</p> <p>Help Me Reflect – Reflecting on their own learning and progress. They can evaluate and process what they have learnt, enabling them to consolidate and apply their learning.</p>			
	UNIT	YEAR 3/4 – YEAR A	YEAR 3/4 – YEAR B	YEAR 5/6 – YEAR A	YEAR 5/6 – YEAR B
Substantive	BEING ME IN MY WORLD	<ul style="list-style-type: none"> To value themselves and know how to make someone else feel valued and welcome To recognise how it feels to be happy, sad or scared and can identify if someone else is feeling these emotions To know how to make others feel valued To understand how rewards and consequences motivate people’s behaviour To understand how groups come together to make decisions 	<ul style="list-style-type: none"> To make people feel valued and welcome To take on a role in a group and contribute to the overall outcome To know how democracy works To understand that behaviour brings rewards / consequences To work co-operatively in a group To follow the learning charter 	<ul style="list-style-type: none"> To know what they value most about school and can identify hopes for the school year To empathise with people in this country whose lives are different to their own To understand how own actions affect themselves and others To empathise with others Understand why our school community benefits from a learning charter 	<ul style="list-style-type: none"> To feel welcomed and valued and to know how to make others feel the same To understand own wants and needs and compare these to children in different communities To understand that their actions affect themselves and others To contribute to the group and understand how the group functions as a whole Understands democracy and how having a voice benefits the whole school community
	Key Vocabulary	welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, fears, worries, solutions, support, rights, responsibilities, learning charter, reward, consequences, democratic, decisions, voting, democracy, authority, learning charter, role, contribution, observer, UN convention on Rights of the Child	included, excluded, welcome, valued, team, charter, role, job description, school, community, rights, responsibilities, democracy, behaviour, rewards, consequences, actions, feelings, rights, responsibilities, fairness, choices, co-operate, learning charter, challenge, group dynamics, team work, viewpoint, belong	education, appreciation, opportunities, goals, motivation, vision, leadership, hopes, challenge, rights, responsibilities, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant	choice, Ghana, West Africa, community, wants, needs, empathy, comparison, rights, responsibilities, rewards, consequences, choices, co-operation, collaboration, participation, motivation,
	Contextual Safeguarding	Child on child pressure	Child on child pressure	Child on child pressure	Child on child pressure
	CELEBRATING DIFFERENCE	<ul style="list-style-type: none"> To know some ways of helping to make someone who is bullied feel better To problem-solve a bullying situation with others To know how it might feel to be a witness of bullying To not use hurtful words To give and receive compliments and know how this feels 	<ul style="list-style-type: none"> To appreciate their family / the people who care for them To know how to calm themselves down using the ‘Solve it’ technique To accept people for who they are To question why they think what they do about other people To know how it might feel to be a witness to and target of bullying 	<ul style="list-style-type: none"> To empathise with people who are different To be aware of their attitude towards people who are different to them To know how it feels to be excluded or treated badly To manage own feelings in bullying situations To appreciate people for who they are To show empathy 	<ul style="list-style-type: none"> To be aware of their own culture To be aware of their attitude towards people from different races, cultures and ethnicities To discuss a range of strategies for managing own feelings in bullying situations To know how to support children who are being bullied <p>To appreciate the value of happiness, regardless of material wealth</p>

Key Vocabulary	witness, bystander, bullying, gay, unkind, feelings, banter, consequences, hurtful, compliment, special, unique, different, similarity	family, loving, caring, safe, connected, difference, conflict, solutions, resolve, character, assumption, judgement, influence, opinion, attitude, bullying, deliberate, bystander, witness	normal, ability, disability, empathy, vision, viewpoint, perspective, Equality Act, power, struggle, harassment, admiration,	culture, conflict, racism, race, discrimination, culture, racist, homophobic, cyber-bullying, indirect, direct, developing world,
Contextual Safeguarding	Homophobia/ Homophobic bullying Child on child pressure Bullying Domestic abuse	Homophobia Child on child pressure Bullying Online abuse	Homophobia Racism Child on child pressure Online abuse	Homophobia Racism Child on child pressure
DREAMS AND GOALS	<ul style="list-style-type: none"> To know how disappointment feels To know how to cope with disappointment To break down a goal into a number of steps To be responsible for own learning To know how to manage feelings of frustration that may arise when obstacles occur To be confident in sharing successes 	<ul style="list-style-type: none"> To respect and admire people who overcome obstacles and achieve their dreams and goals To imagine own feelings when dreams are achieved To know how it feels to have hopes and dreams To be resilient and have a positive attitude To share the success of a group 	<ul style="list-style-type: none"> To identify what they want life to be like when they grow up To appreciate contributions made by people in different jobs To appreciate the opportunities that learning and education are providing To empathise with people who are suffering or living in difficult situations To give praise or compliments to others and recognise their achievements 	<ul style="list-style-type: none"> To understand why it is important to stretch the boundaries of current learning To set success criteria to know whether a goal has been achieved To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
Key Vocabulary	dreams, hopes, disappointment, hurt, resilience, teamwork, challenge, strengths, motivated, enthusiastic, responsible, obstacles, frustration, solution, review, evaluate	perseverance, challenges, success, ambition, future, resilience, positive attitude, self-belief, motivation, determination, commitment, goal, review	dream, lifestyle, career, profession, salary, contribution, society, motivation, suffering, admire, achievement, praise, compliment, contribution, recognition	achievement, realistic, unrealistic, success, global, issue, suffering, concern,
HEALTHY ME TAUGHT SEPARATELY	YEAR 3 <ul style="list-style-type: none"> To set themselves a fitness challenge To know what it feels like to make a healthy choice To identify how they feel towards drugs To express how being anxious or scared feels To take responsibility for keeping themselves and others safe To respect their body and appreciate what it does for them 	YEAR 4 <ul style="list-style-type: none"> To identify the feelings they have about friends and different friendship groups To be aware of how different people and groups impact on themselves and can recognise the people they most want to be friends with To recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure To identify feelings of anxiety and fear associated with peer pressure To tap into their inner strength and know how to be assertive 	YEAR 5 <ul style="list-style-type: none"> To make an informed decision about whether or not they choose to smoke or drink alcohol or know how to resist pressure To know how to keep myself calm in emergencies To reflect on their own body image and accept and respect themselves for who they are To respect and value their own body To be motivated to keep themselves happy and healthy 	YEAR 6 <ul style="list-style-type: none"> To be motivated to care for their physical and emotional health To be motivated to find ways to be happy and cope with life's situations without using drugs To suggest ways that someone who is being exploited can help themselves To suggest strategies someone could use to avoid being pressured Know how to help themselves feel emotionally healthy Use different strategies to manage stress and pressure

Key Vocabulary	oxygen, energy, calories, heartbeat, lungs, heart, fitness, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, dangerous, emergency, safe, harmful, risk, complex, body, choice	friendships, emotions, healthy, relationships, friendship groups, leader, follower, assertive, smoking, vaping, pressure, peers, guilt, negative, alcohol, liver, disease, opinion, right, wrong	informed decision, pressure, media, influence, vaping, emergency, procedure, recovery position, body image, celebrity, altered, self-respect, social media, media, debate, opinion, fact, healthy lifestyle	responsibility, choice, immunisation, prevention, drugs, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, synthetic highs, psychoactive substances, exploited, vulnerable, criminal, gang, pressure, anti-social, stress, triggers, mental health, emotional health
Contextual Safeguarding	Child on child pressure Substance abuse Being witness to substance abuse Online abuse/safety Water safety (Drowning prevention week)	Child on child pressure Substance abuse Online abuse/safety Water Safety (Drowning prevention week) Farm safety Railway safety	Child on child pressure Substance abuse Online abuse Water safety (Drowning prevention week)	Online abuse Child on child pressure Grooming Gangs County lines Substance abuse Emotional abuse Water safety (Drowning prevention week)
RELATIONSHIPS (Summer 1)	<ul style="list-style-type: none"> To describe how taking some responsibility in their family makes them feel To know how to negotiate in conflict situations to try to find a win-win solution To know who to ask for help if they are worried or concerned about anything online To know how to stand up for themselves To understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressured To love and be loved 	<ul style="list-style-type: none"> To identify feelings associated with jealousy To know how most people feel when they lose something (or someone) they love To understand that we can remember people even if we no longer see them To explain how some of the actions and work of people around the world help and influence own life To empathise with children whose lives are different to mine To enjoy being part of a family / friendship group 	<ul style="list-style-type: none"> To know how to keep building own self-esteem To recognise when an online community feels unsafe or uncomfortable To recognise when an online community feels helpful or unhelpful To demonstrate ways to stand up for themselves and friends in situations To resist pressure to do something online that might hurt themselves or others To take responsibility for own health and well-being 	<ul style="list-style-type: none"> To understand that people can get problems with their mental health and that this is nothing to be ashamed of To help themselves and others regarding mental health To recognise and help manage feelings and emotions To recognise when an online game is becoming unsafe To identify things I can do to reduce screen time so my health isn't affected To recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others
Key Vocabulary	male, female, sex, unisex, role, job, responsibilities, differences, respect, stereotype, career, conflict, solution, safe, unsafe, risky, internet, social media, gaming, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation,	relationship, close, jealousy, emotions, positive, negative, loss, denial, anger, sadness, pain, hopelessness, vulnerable, insecure, love, memories, global, interconnected, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, appreciation	characteristics, personal qualities, personality, self-esteem, self-perception, age restriction, social network, community, online, offline, risky, fake online hoaxes, power, control, authority, bullying, assertive, real, fake, true, untrue, AI (artificial intelligence)	mental health, stigma, stress, anxiety, warning, support, emotions, grief, denial, despair, guilt, anger, acceptance, age restriction, appropriate, grooming, trolled, gambling, mental health, physical health, vulnerable
Contextual Safeguarding	Online safety Being witness to or hearing abuse Gender stereotypes	Physical/domestic abuse – teaching of what a healthy relationship looks like. Being witness to or hearing abuse	Online abuse Online safety Child on child pressure Mental health	Online abuse Online safety Mental health Child on child pressure Emotional abuse

<p>CHANGING ME (Summer 1)</p> <p>TAUGHT SEPARATELY</p>	<p>YEAR 3</p> <ul style="list-style-type: none"> To express how they feel when they see babies and animals To express how they might feel if they had a new baby in the family To express how they feel when their ideas are challenged To understand the PANTS rule To understand about changes that they may make next year 	<p>YEAR 4</p> <ul style="list-style-type: none"> To appreciate that they are a completely unique human being To understand that having a baby is a personal choice To explain how they would feel if there was a new baby in their family To understand some of the changes that will happen to their bodies (girls) To know ways to look after their personal hygiene (boys) To be confident enough to make changes that may benefit them To express fears and concerns about things that are out of their control To reflect on changes they would like to make next year 	<p>YEAR 5</p> <ul style="list-style-type: none"> To know how to develop own self-esteem To understand that puberty is a natural process that happens to everybody To understand how girls' and boys' bodies change during puberty To express how they feel about changes that will happen during puberty To be confident to cope with the changes growing up will bring 	<p>YEAR 6</p> <ul style="list-style-type: none"> To know how to develop own self-esteem To understand how a girls' body changes during puberty To understand how a boys' body changes during puberty To know how to look after themselves physically and emotionally To understand how babies are made (if not withdrawn) To express how they feel about the changes that will happen to them in puberty To understand that respect for one another is essential in a relationship To not feel pressured into doing something they don't want to do To be assertive when appropriate
<p>Key Vocabulary</p>	<p>male, female, changes, birth, animals, baby, mother, baby, love, affection, privates, PANTS, care, roles, challenge, change, looking forward, worried</p>	<p>personality, unique, characteristics, parents, feelings, responsibilities, carers, puberty, menstruation, periods, hormones, hygiene, change, control</p>	<p>self, self-image, body image, self-esteem, perception, characteristics, puberty, menstruation, periods, vagina, penis, ovary, hormones, testicles, womb, oestrogen, testosterone</p>	<p>self, self-image, body image, self-esteem, perception, characteristics, puberty, menstruation, periods, vagina, penis, ovary, hormones, testicles, womb, oestrogen, testosterone, conception, attraction, relationship, pressure, sexting, consent, negative body talk</p>
<p>Contextual Safeguarding</p>	<p>Understanding of my body belonging to me.</p> <p>Understanding healthy relationships</p>	<p>Understanding the features of a healthy and loving relationship.</p> <p>Understanding of my body belonging to me.</p>	<p>Healthy relationships Mental health and emotions Physical health Understanding of my body belonging to me.</p>	<p>Healthy relationships Mental health and emotions Physical health Understanding of my body belonging to me.</p>