

Whole school Curriculum Progression Map: PSHE/RSE (Jigsaw PSHE and Coram Scarf)

Physical Health and well-being	Mental Wellbeing	Internet Safety and Harms	Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	Changing Adolescent body
Relationships	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe		

	EYFS	KS1		KS2			
	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me In My World (JigsawPSHE)	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.(PSED) - Understand gradually how others might be feeling (PSED) - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (CL)	Explain why my class is a happy and safe place to learn. Give different examples of where I or others make my class a safe and happy place.	Explain why my behaviour can impact others in my class. Explain my own and other's choices and say why some choices are better than others.	Explain how my behaviour can affect how others feel and behave. Say why it is important to have rules and how it helps me and others to learn.	Explain why being listened to and listening to others is important. Explain why being democratic is important and helps others to feel valued.	Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Explain how actions of one person can affect another person.	Explain how my choices impact the local community and the wider world. Empathise with other people in the local and wider community and think about how this changes my actions.

	- Express their feelings and consider the feelings of others (PSED) - Develop social phrases (CL) - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED) - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CL)						
Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise,	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

				Work, View Point, Ideal School, Belong		Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	
Celebrating Difference (JigsawPSHE)	- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (PSED) - Understand gradually how others might be feeling. (PSED) - Talk with others to solve conflicts. (PSED) - Continue developing positive attitudes about the differences between people. (UW) - See themselves as a valuable individual. (PSED) - Think about the perspectives of others. (PSED)	Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	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. 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.	Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. Explain why it is good to accept myself and others for who we are.	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. Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

	• Recognise that people have different beliefs and celebrate special times in different ways. (UTW) • Identify and moderate their own feelings socially and emotionally (PSED) • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (PSED) • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UTW)						
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Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem Solve, Cyber , Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration
Dreams and Goals (JigsawPSHE)	- Develop appropriate ways of being assertive (PSED) - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED) - Express their feelings and consider the feelings of others. (PSED) - Show resilience and perseverance in the face of challenge. (PSED) - Identify and moderate their own feelings socially and	Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.	Explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work.)	Explain the different ways that help me learn and what I need to do to improve. Confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude.	Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.

	emotionally (PSED) - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (CL) - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED) - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)						
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Vocabulary	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition
Healthy Me (JigsawPSHE)	- Make healthy choices about food, drink, activity and tooth brushing. (PSSED) - Talk about what they see, using a wide vocabulary. (UW) - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' -	Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy. Identify ways that the internet can be used safely to find things out and communicate in everyday life Identify ways that some people might behave differently online and who to ask for help if I am worried	Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. Recognise that not everything that is online is true Recognise that not everything that is online is true, including who people say they are	Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.	Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure. I can recognise when someone is upset, hurt or angry online	Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

	having a good sleep routine - being a safe pedestrian (PSED) • Recognise some environments (online and offline) that are different to the one in which they live. (UW) • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UW)						
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Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe, Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
Relationships (Coram Scarf)	- Continue developing positive attitudes about the differences between people. (UW) - Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED) - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (CL)	Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like. Families are important for children growing up because they can give love, security and stability	Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Understand characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending	Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know. I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal online.	Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal. I can explain why some people choose to get married, have a civil ceremony or live together. 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.	Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life,

	• Start a conversation with an adult or a friend and continue it for many turns. (CL) • Build constructive and respectful relationships (PSED) • Talk about members of their immediate family and community. • Name and describe people who are familiar to them (UW) • Express their feelings and consider the feelings of others (PSED) • Identify and moderate their own feelings socially and emotionally. (PSED) • Show an understanding of their own feelings and those of others, and begin to regulate their		time together and sharing each other's lives	I can explain who someone can ask if they are unsure about putting something online. Some families, either within school or the wider world, sometimes look different from their family but they should respect those differences and know that families are characterised only by love and care		Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (links to RE)	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.
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	behaviour accordingly. (PSED) - Form positive attachments to adults and friendships with peers. (PSED) - Families are important for children growing up because they can give love, security and stability						
Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fallout, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative selftalk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

Growing and Changing (Coram Scarf)	Nursery Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like	I can learn to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; I can understand what to do if I am lost and how to call the emergency services. I can identify: hazards in the home and people in the community who keep us safe. (First aid)	I can explain strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) I can explain how medicines can be used responsibly. I can discuss different strategies for staying safe online. I can distinguish between secrets from surprises.	I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has I can describe how a girls and boys body will change when it reaches puberty.	I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens. I can talk about how people feel during puberty.	I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online.
	Reception Name parts of the body using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.	I can name the main parts of boys' and girls' bodies. (including external genitalia e.g. vulva, penis) I can tell you which body parts girls and boys have that are the same and which body parts are different.	I can name the main parts of the body (including external genitalia – vulva, penis, testicles) I can explain the similarities and differences between boys and girls – reinforce the concept of my parts are private.	I can understand and explain why puberty happens. I can identify parts of the body that males and females have in common and those that are different. I can use the correct terminology for their genitalia.	I can label the personal and private parts of bodies. I can explain the difference between safe and unsafe touches. I can explain that no one has the right to touch us in a way that feels unsafe not even someone in our family. I can name at least one positive thing about my body. I can explain which parts of the body I particularly need to keep clean as I get older.	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can give examples of feelings and emotions people have at times of change. I can explore the emotional and physical changes of puberty, including menstruation. I can learn about online safety, influence, strategies	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe. I can explain the reliability of online information. I can look at the changes experienced during puberty. I can explain how a baby is conceived and develops. I can explore the risks associated with alcohol.

						to overcome potential dangers and I can administer first aid to someone who is bleeding. (First aid)	I can administer first aid to someone who is choking or unresponsive.(First aid) personal identity, gender identity and body image.
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