



Kingfisher Hall PSHE Progression Map

PSHE	
INTENT	<p>To nurture and develop responsible and well-rounded human beings and help children develop strategies and skills to have a happy and successful adult life.</p> <p>Our school PSHE curriculum will teach children; life skills, behaviours and attitudes, in order to thrive in the challenges of an ever changing world. Children will be taught about the fundamental building blocks and characteristics of positive relationships and health including puberty.</p> <p>The knowledge and attributes gained will support their own and others’ wellbeing and achievements; enabling them to become successful and happy adults who make a meaningful contribution to society. Our pupils understand and how they fit into and contribute to the world as our PSHE curriculum has a strong emphasis on emotional literacy, building resilience and nurturing learning experiences.</p> <p>Our PSHE curriculum is designed to help our pupils understand their place in the world and how they can contribute to it. With a strong emphasis on emotional literacy, building resilience, and nurturing learning experiences, our program equips students with the skills and knowledge they need to thrive both personally and socially.</p>

Characteristics of a well-rounded citizen	
	<p>Cooperation and collaboration: a willingness to work with other people, to learn from different points of view and to form new ideas and plans by pooling talents;</p> <p>Concentration: the ability to stay focused and avoid distractions;</p> <p>Courage/self-belief: the confidence to put forward one’s own suggestions and ideas and to stand by a reasoned opinion regardless of other people’s reaction, knowing that many good ideas are initially ridiculed;</p> <p>Curiosity/enthusiasm: an eagerness to ask questions, to explore beyond what is ‘required’ and to discover new things;</p> <p>Empathy: a willingness to listen to others and to try to understand things from their perspective;</p> <p>Flexibility: the ability to adapt, to generate alternatives and to change one’s mind when new information or arguments are presented;</p> <p>Good judgement: a desire to avoid gullibility and to think critically about ideas and information before deciding what to believe;</p> <p>Imagination: an inclination to visualise, to dream, be creative with one’s thoughts rather than to think within conventional boundaries;</p> <p>Independence: an awareness of the strategies and options that are available and a willingness to reach one’s own decisions and take actions based on these;</p> <p>An open mind: a readiness to welcome unusual ideas even if they sound strange at first and to consider how existing ideas can be improved and adapted;</p> <p>Precision: the willingness to be careful, accurate and pay attention to detail;</p> <p>Reflectiveness: an inclination to think about the methods and approaches that have been tried and to analyse both successes and failures;</p> <p>Resilience: the confidence to ‘stick with it’ when thinking and learning ‘hurt’, to not give up at the first hurdle and to recognise the importance of intellectual struggling.</p> <p>Responsibility: a recognition that each person is responsible for improving their own thinking and learning and for finding methods that suit them;</p> <p>Risk-taking: the courage to ‘take a chance’ and have a go at new things even when success may not be guaranteed;</p> <p>Self-discipline: the self-control required to make sure one’s potential is achieved.</p>

	PSHE
IMPACT	Senior leaders and the PSHE leader effectively monitor the subject through termly book scrutiny and discussions with both pupils and adults. Additionally, assessments (Thinking pad) conducted by pupils at the end of each unit play a major role in demonstrating the impact of the curriculum.
	PSHE
IMPLEMENTATION	<p>At KHA, we deliver PSHE through the Jigsaw program, which takes a mindful approach to Personal, Social, Health, and Economic education. Jigsaw is designed as a progressive and spiral scheme of learning, ensuring depth and consistency across the whole school. This comprehensive approach guarantees accurate subject knowledge, detailed planning, and lessons that build on prior learning.</p> <p>Each lesson is founded on a Charter that underpins the behaviour and respect essential to the learning environment. While Jigsaw provides a Charter, children and their teachers can also create their own to ensure mutual respect and ownership.</p> <p>The lessons are divided into six parts, each of which is included in every session to maintain optimal progression in learning. This structured approach helps students develop a thorough understanding and application of PSHE concepts over time.</p>

PSHE Knowledge Progression Overview						
Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being me in My World In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK.	Celebrating Difference In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.	Dreams and Goals In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.	Healthy Me In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy.	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.	Changing Me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.
Reception	Being me in My World In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK.	Celebrating Difference In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.	Dreams and Goals In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.	Healthy Me In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy.	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.	Changing Me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.
Y1	Being me in My World In this Puzzle (unit) children discuss rights and responsibilities, and choices and consequences.	Celebrating Difference In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special.	Dreams and Goals In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try.	Healthy Me In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel.	Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships and why these are special and important.	Changing Me Children are introduced to life cycles, e.g. that of a frog and identify the different stages.
Y2	Being me in My World In this puzzle (unit) children discuss their hopes and fears for the year ahead.	Celebrating Difference In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK.	Dreams and Goals In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner.	Healthy Me In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices.	Relationships Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships.	Changing Me In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age.
Y3	Being me in My World In this puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves.	Celebrating Difference In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other	Dreams and Goals In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories.	Healthy Me In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy.	Relationships In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home.	Changing Me This Puzzle begins learning about babies and what they need to grow and develop including parenting.
Y4	Being me in My World In this puzzle (unit), the children explore being part of a team. Children learn about their school and their community.	Celebrating Difference In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal.	Dreams and Goals In this Puzzle, the children consider their hopes and dreams.	Healthy Me In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play.	Relationships Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement.	Changing Me In this Puzzle, bodily changes at puberty are visited with some additional vocabulary, particularly around menstruation.
Y5	Being me in My World In this puzzle (unit), children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face.	Celebrating Difference In this Puzzle (unit), the children explore culture and cultural differences.	Dreams and Goals In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them.	Healthy Me In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart.	Relationships Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others.	Changing Me In this Puzzle, the children revisit self-esteem, self-image and body image. Puberty is revisited in further detail, explaining bodily changes in males and females.

Y6	<p>Being me in My World</p> <p>In this puzzle (unit), the children discuss their year ahead they learnt to set goals and discuss their fears and worries about the future.</p>	<p>Celebrating Difference</p> <p>In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group.</p>	<p>Dreams and Goals</p> <p>In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals.</p>	<p>Healthy Me</p> <p>In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this.</p>	<p>Relationships</p> <p>In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception.</p>	<p>Changing Me</p> <p>In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception.</p>
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- Parents have the right to withdraw from these lessons.

Being Me in My World Puzzle – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) 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> <p>Respectful relationships (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) 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 Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>					
		<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>					

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good 	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead 	<ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is 	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process

<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting 	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried 	<ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices 	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued
<p>Vocabulary</p>	<p>EYFS</p> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Year 1</p> <p>Consolidate EYFS</p> <p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p>Year 2</p> <p>Consolidate EYFS & Yr 1</p> <p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Year 3</p> <p>Consolidate KS1</p> <p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p>Year 4</p> <p>Consolidate KS1 & Yr 3</p> <p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Year 5</p> <p>Consolidate KS1, Yrs 3 & 4</p> <p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>	<p>Year 6</p> <p>Consolidate KS1 & KS2</p> <p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>

EYFS

Jigsaw Jenie's Journey

Being Me In My World

Happy

Who am I and how do I fit in?

Friend

Gentle

Kind

Feelings

Sharing

Angry

Taking Turns

Nervous

Excited

What can you see?

I will learn about...

- How we are similar and different
- Different feelings
- How to manage my feelings
- Why it is good to be kind
- Using gentle hands
- Our right to play and learn
- What being responsible means

What do you like to play with? Is it the same as everyone else?

Jigsaw Jenie's Journey

Our Class Thinking Pad

What have we learnt in this puzzle that helps us in our world?

What does it mean to have kind hands?

I wonder how you can be responsible at school today?

Being Me In My World

YEAR 1

Jigsaw Jack's Journey

Being Me In My World

Who am I and how do I fit in?

I will learn about...

- How to use my Jigsaw Journal
- The rights and responsibilities as a member of my class
- How my views are valued and to contribute our school Learning Charter
- The choices that I make and their consequences
- My rights and responsibilities within our Learning Charter

I will explore...

- How I feel special and safe in my class
- Ways that I belong to my class
- How to make my class a safe place for everybody to learn
- How it feels to be proud of an achievement
- The range of feelings when I face certain consequences
- My choices in following the Learning Charter

Learning Charter

Responsibilities

Safe

Special

Rights

Proud

Belonging

Rewards

Calm

Jigsaw Jack's Journey

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

I wonder, can you think of a way to help someone today?

Can you name something that you are proud of?

I feel special and safe when...

I can help others by...

I am proud of...

What makes me feel special and safe?

Being Me In My World

YEAR 2

Jigsaw Jo's Journey

Being Me In My World

Fears **Worries** **Hopes** **Choices**

Who am I and how do I fit in?

I will learn about...

- How to use my Jigsaw Journal
- How to identify my hopes and fears for the future
- How my own and others' views are valued
- The choices that I make and the reward and consequences that come with them
- My rights and responsibilities within our Learning Charter

I will explore...

- How and who I may seek help from when I feel worried
- Ways that I belong to my class
- How to make my class a safe and fair place for everybody to learn
- How I can work cooperatively with my peers
- My choices in following the Learning Charter

Co-operate **Problem Solving** **Responsible** **Negative**

Actions **Praise** **Jigsaw**

Jigsaw Jo's Journey

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

Can you explain how your choices and behaviour may impact peers in your class?

My hope for this year is...

Who can you talk to when you feel worried or upset?

A safe and fair classroom is...

Can you name someone who you trust to talk to if you feel worried or upset?

What does it mean to work co-operatively with others?

Being Me In My World

YEAR 3

Jigsaw Jino's Journey

Valued **Being Me In My World** Achievement

What are choices and consequences and why do we need them?

Personal Goal

Responsibilities

I will explore...

- How to value myself and others
- Different emotions and how it feels when I experience different emotions
- How to make my class a safe and fair place for everybody to learn
- How I can work cooperatively with my peers
- My choices in following the Learning Charter

Feelings

I will learn about...

- How to use my Jigsaw Journal
- The rights and responsibilities as a member of my class
- How my views are valued and contribute our school Learning Charter
- The choices that I make and their consequences
- My rights and responsibilities within our Learning Charter

Solution Support Affirm Fairness

Group Dynamic Ideal Rewards

Jigsaw Jino's Journey

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

I am good at...

I want to learn...

A safe and fair classroom is...

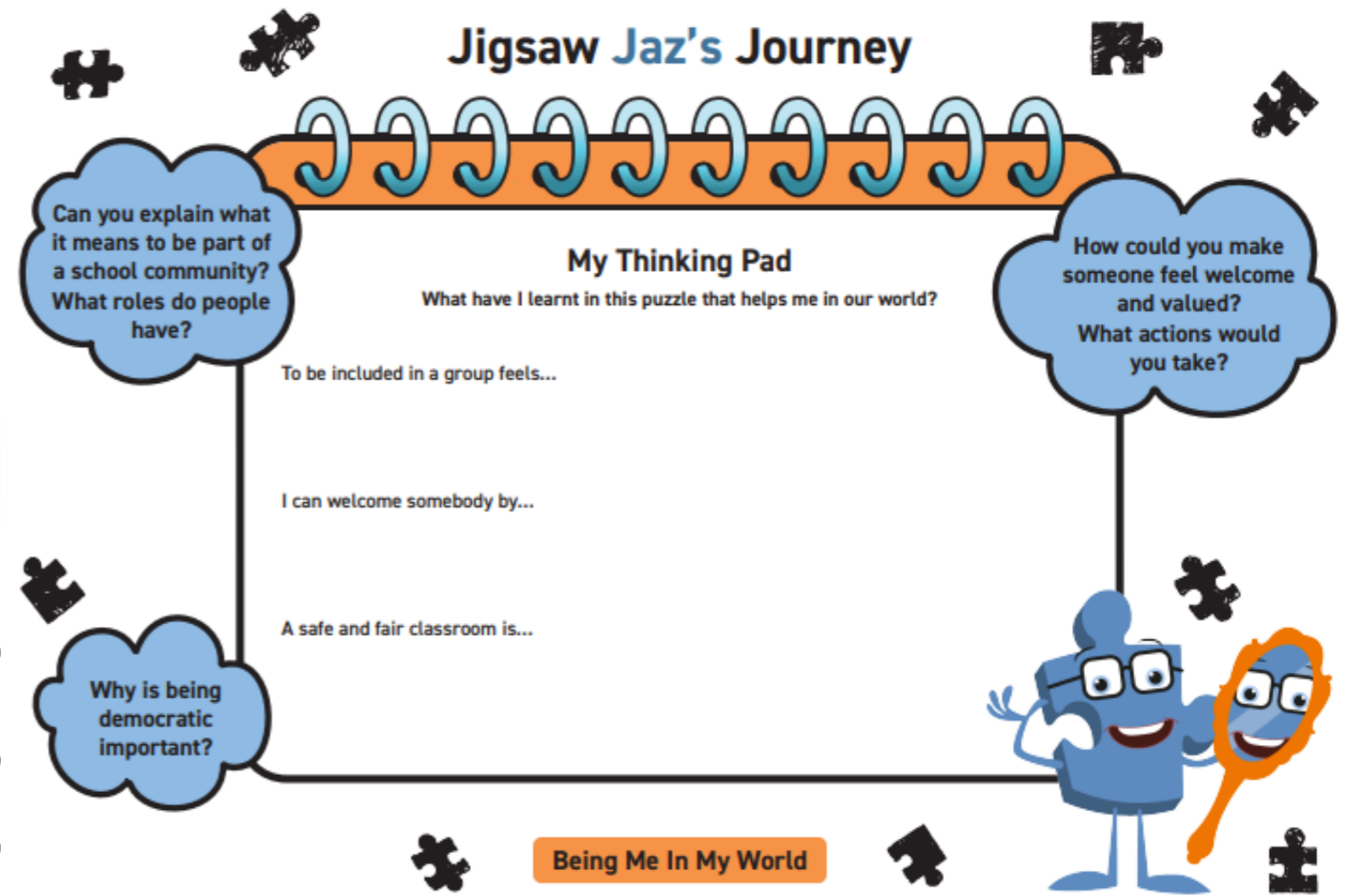
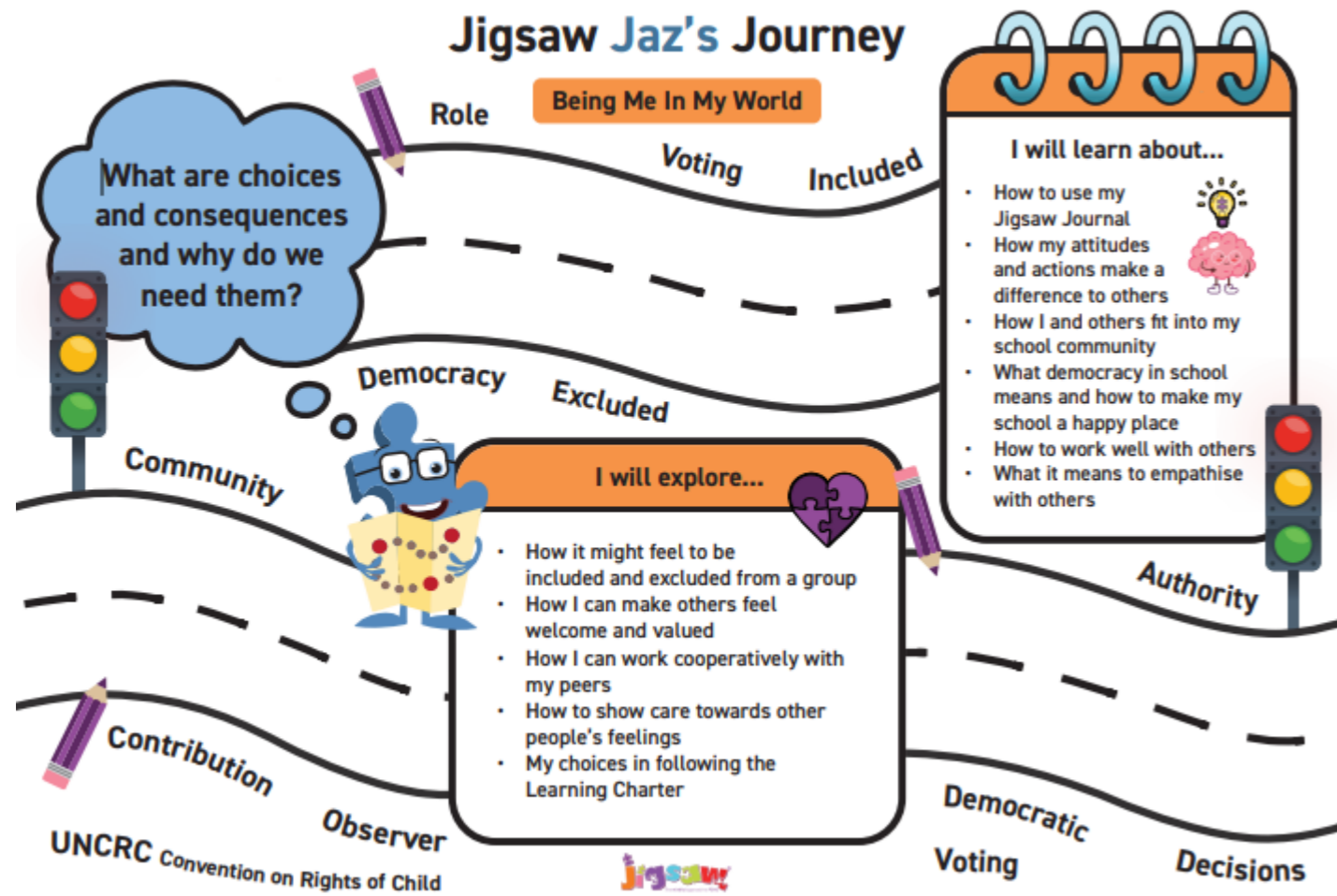
What could you do if you notice someone feeling upset?

I wonder if you can give an example of how to work or play well with someone in your class?

Can you explain why it is important to have rules?

Being Me In My World

YEAR 4



YEAR 5

Jigsaw Jez's Journey

Vision Being Me In My World

Opportunities

Appreciation

Denied

Wealthy

I will explore...

- What is important to me and what I value
- What it means to show empathy towards others
- How I can work cooperatively with my peers

I will learn about...

- How to use my Jigsaw Journal
- How to face challenges positively
- What it means to have rights and responsibilities
- How everyone has the right to learn
- The affect that choices can have upon rewards and consequences
- How to work well with others
- The positive benefits to democracy and having a voice

Jigsaw Jez's Journey

How does my world compare to other children's worlds?

Can you give an example of how people in this country may have a different life to you?

Can you explain why being a part of a community can be a positive thing?

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

When I am at school I value...

To learn, all children need...

A safe and fair classroom is...

Why do you think we have rules, rights and responsibilities?

Being Me In My World

YEAR 6

Jigsaw Jem's Journey

Needs Being Me In My World

How does my world compare to other children's worlds?

Opportunities

Comparison

Motivation

Participation Citizen

Obstacles

I will explore...

- What my wants and needs are and how they compare to those of other children in other countries
- What it means to show empathy towards others
- How I can work cooperatively with my peers
- How to show care towards other people's feelings
- My choices in following the Learning Charter

Legal

Collaboration

Lawful

Illegal

I will learn about...

- How to use my Jigsaw Journal
- How to identify and express any fears or worries I may have about the future
- The universal rights which are made to protect all children
- How everyone has the right to learn
- How my choices can affect other people
- How to work well with others
- The positive benefits to democracy and having a voice

Jigsaw Jem's Journey

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

Children in other countries want and need...

Basic human rights include....

A safe and fair classroom is...

How might your choices affect others in the local community?

Can empathising with others influence the choices that people make?

How can we ensure that everyone has a voice that can be heard?

Being Me In My World