

Emmaus

Church of England and Catholic Primary School
Travelling together with Jesus



Jigsaw PHSE 3-11 Progression Map

Progression of skills and knowledge

Being Me In My World

Autumn Term 1

Self-Identity

Understanding feelings

Being in a classroom

Being gentle

Rights and responsibilities

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.

Early Years
3-5 (F1-F2)

	Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world.					
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me In My World Autumn 1 Themes	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Rules, rights and responsibilities Rewards and consequences Setting personal goals Self-identity and worth Positivity in challenges Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling

	LO: I can explain why my class is a happy and safe place to learn.	LO: I can explain why my behaviour can affect other people in my class. LO: I can compare my own and my friends' choices and can express why some choices are	LO: I can explain how my behaviour can affect how others feel and behave. LO: I can explain why it is important to have rules and how that helps me and others in my class learn LO: I can explain why it is important to feel valued.	LO: I can explain why being listened to and listening to others is important in my school community. LO: I can explain why being democratic is important and can help me and others feel valued.	LO: I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. LO: I can explain how the actions of one person can affect another and can give examples	LO: I can explain how my choices can have an impact on people in my immediate community and globally. LO: I can empathise with others in my community and globally and explain how this
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		better than others.			of this from school and a wider community context.	can influence the choices I make.
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