

Emmaus

Church of England and Catholic Primary School
Travelling together with Jesus



Jigsaw PHSE 3-11 Progression Map

Progression of skills and knowledge	
Relationships	
Summer Term 1	
Early Years 3-5 (F1-F2)	Family life
	Friendships
	Breaking friendships
	Falling out
	Dealing with bullying
Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.	
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.	

	See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • 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. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. Be confident to try new activities and show independence, resilience and perseverance Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. Physical Development Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others.					
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Summer 1 Relationships	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
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	LO: I can 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. LO: I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	LO: I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. LO: I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	LO: I can explain how my life is influenced positively by people I know and also by people from other countries. LO: I can explain why my choices might affect my family, friendships and people around the world who I don't know.	LO: I can recognise how people are feeling when they miss a special person or animal. LO: I can give ways that might help me manage my feelings when missing a special person or animal.	LO: I can 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. LO: I can 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.	LO: I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. LO: I can 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.
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