



Intent for PSHE

The Mary Bassett Lower School provides an education to every child to inspire them to reach their full potential. We nurture a love of learning in a safe, happy, stimulating and inclusive environment. We support our children to succeed as confident, healthy and responsible members of the community. We want the children who attend our school to be successful, happy and healthy adults who are adaptable and resilient learners. They will develop good attitudes to work, positive relationships and excellent social skills.

To support this vision for our pupils, Mary Bassett uses the Jigsaw programme to teach our pupils emotional literacy, social and lifelong skills and resilience in an age-appropriate manner from the early years of their education to Year 4. Jigsaw uses a mindfulness approach to connect the elements of personal, social, health and well-being education. The approach to teaching PSHE is to use the learning environment as a calm, safe place in which the children can express their opinions and listen to those of others. All pupils are supported to discuss their ideas and achieve the objectives of the lessons, with adaptations and support given to achieve this for every pupil where needed. Following each unit of learning, pupils can self assess their understanding and emotions. Teachers use the self-assessments alongside on-going monitoring of children's learning outcomes and contributions to discussions to support pupils in their learning.

The Jigsaw programme is also used to teach Sex and Relationships education. Each year, the content of the units are shared with parents and carers so that they can make an informed decision as to whether their child participates in these lessons.

Throughout the programme, Jigsaw supports our pupils to acquire skills and knowledge to help them understand their own feelings and manage these as well as reflecting on the feelings and actions of people around them. The lessons pupils experience will provide them with the skills to recognise and manage adverse emotions, to have respect for their bodies and to respect the diversity they will experience in their school, local and wider communities, preparing them to be positive and resilient citizens.

PSHE Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
Being me in my World	<ul style="list-style-type: none"> • Feel special and safe in my class • Understand the rights and responsibilities as a member of my class • Know that I belong to my class • Understand the rights and responsibilities of being a member of my class • Know how to make my class a safe place for everybody to learn • Know my views are valued and can contribute to the Learning Charter • Recognise how it feels to be proud of an achievement • Recognise the choices I make and understand the consequences • Recognise the range of feelings when I face certain consequences • Understand my rights and responsibilities within our Class Learning Charter • Understand my choices in following the Learning Charter 	<ul style="list-style-type: none"> • Identify some of my hopes and fears for this year • Recognise when I feel worried and know who to ask for help • Understand the rights and responsibilities for being a member of my class and school • Recognise when I feel worried and know who to ask for help • Understand the rights and responsibilities for being a member of my class • Listen to other people and contribute my own ideas about rewards and consequences • Help to make my class a safe and fair place • Choose to follow the Learning Charter • Understand how following the Learning Charter will help me and others learn • Work cooperatively 	<ul style="list-style-type: none"> • Recognise my worth and identify positive things about myself and my achievements. • Set personal goals • Value myself and know how to make someone else feel welcome and valued • Face new challenges positively, make responsible choices and ask for help when I need it • Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • Understand why rules are needed and how they relate to rights and responsibilities • Understand that my actions affect myself and others and care about other people's feelings • Understand that my behaviour brings rewards/consequences • Make responsible choices and take action • Work cooperatively in a group • Understand my actions affect others and try to see things from their points of view • Choose to follow the Learning Charter 	<ul style="list-style-type: none"> • Know my attitudes and actions make a difference to the class team • Know how it can feel good to be included in a group and understand how it feels to be excluded • Try to make people feel welcome and valued • Understand who is in my school community, the roles they play and how I fit • Recognise my contribution to making a Learning Charter for the whole school • Understand why our school community benefits from a Learning Charter and help others to follow it • Understand that my actions affect myself and others • Care about other people's feelings and try to empathise with them • Understand how rewards and consequences motivate people's behaviour • Understand how groups come together to make decisions • Take on a role in a group and contribute to the overall outcome • Understand how democracy works • Understand how democracy and having a voice benefits the school community
Celebrating	<ul style="list-style-type: none"> • Identify similarities between people in my class 	<ul style="list-style-type: none"> • Start to understand that sometimes people make 	<ul style="list-style-type: none"> • Understand that everybody's family is different and 	<ul style="list-style-type: none"> • Understand that, sometimes, we make assumptions based on

<p>Difference</p>	<ul style="list-style-type: none"> • Know some ways in which I am the same as my friends • Identify differences between people in my class • Know some ways I am different from my friends • Know what bullying is • Understand how being bullied might feel • Know some people who I could talk to if I was feeling unhappy or being bullied • Know to be kind to children who are bullied • Know how to make new friends • Know how it feels to make a new friend • Know some ways I am different from my friends • Understand that differences make us all special and unique 	<p>stereotypical assumptions about boys and girls</p> <ul style="list-style-type: none"> • Understand some ways in which boys and girls are similar and feel positive about this • Understand that bullying is sometimes about difference • Know how someone who is bullied feels • Know how to be kind to children who are bullied • Recognise what is right and wrong and know how to look after myself • Know when and how to stand up for myself and others • Know how to get help if I am being bullied • Know some ways to make new friends • Know how it feels to be a friend and have a friend • Recognise some ways I am different from my friends • Understand differences make us all special and unique 	<p>important to them</p> <ul style="list-style-type: none"> • Appreciate my family/the people who care for me • Understand that differences and conflicts sometimes happen among family members • Know how to calm myself down and use the 'Solve it together' technique • Know what it means to be a witness to bullying • Know some ways of helping to make someone who is bullied feel better • Know that witnesses can make the situation better or worse by what they do • Problem-solve a bullying situation with others • Recognise that some words are used in hurtful ways • Try not to use hurtful words • Recognise a time when my words affected someone's feelings and what the consequences were • Give and receive compliments and know how this feels 	<p>what people look like</p> <ul style="list-style-type: none"> • Try to accept people for who they are • Understand what influences me to make assumptions based on how people look • Question why I think what I do about other people • Know that sometimes bullying is hard to spot and know what to do if I think it is going on but I'm not sure • Know how it might feel to be a witness to and a target of bullying • Explain why witnesses sometimes join in with bullying and sometimes don't tell an adult • Problem-solve a bullying situation with others • Identify what is special about me and value the ways in which I am unique • Like and respect the unique features of my physical appearance • Describe a time when my first impression of someone changed when I got to know them • Explain why it is good to accept people for who they are
<p>Dreams and</p>	<ul style="list-style-type: none"> • Set simple goals and work out how to achieve them 	<ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it 	<ul style="list-style-type: none"> • Describe a person who has faced difficult challenges and 	<ul style="list-style-type: none"> • Describe some of my hopes and dreams

<p>Goals</p>	<ul style="list-style-type: none"> • Identify my successes and achievements • Explain how I learn best • Understand how to work well with a partner • Celebrate achievement with a partner • Tackle a new challenge and understand this might stretch my learning • Identify how I feel when I am faced with a new challenge • Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • Know how I feel when I see obstacles and how I feel when I overcome them • Explain how I felt when I succeeded in a new challenge and how I celebrated it • Know how to store the feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> • Identify my successes and achievements and know how this makes me feel (proud) • Persevere even when I find tasks difficult • Describe some of my strengths as a learner • Recognise who it is easy for me to work with and who it is more difficult for me to work with • Understand how working with other people can help me to learn • Work cooperatively in a group to create an end product • Work with other people to solve problems • Explain some of the ways I worked cooperatively in my group to create an end product • Express how it felt to be working as part of a group • Know how to share success with other people • Know how contributing to the success of a group feels and store those feelings in my internal treasure chest (proud) 	<p>achieved success</p> <ul style="list-style-type: none"> • Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • Identify a dream/ambition that is important to me • Imagine how I will feel when I achieve my dream/ambition • Enjoy facing new learning challenges and working out the best ways for me to achieve them • Break down a goal into a number of steps and know how others could help me achieve it • Be motivated and enthusiastic about achieving a new challenge • Know that I am responsible for my own learning and can use my strengths as a learner to achieve a challenge • Recognise obstacles which might hinder my achievement and can take steps to overcome them • Manage the feelings of frustration that may arise when obstacles occur • Evaluate my own learning process and identify how it can be better next time • Confidently share success with others and store my feelings in my internal treasure chest 	<ul style="list-style-type: none"> • Know how it feels to have hopes and dreams • Understand that sometimes hopes and dreams do not come true and that this can hurt • Know how disappointment feels and identify when I have felt that way • Know that reflecting on positive and happy experiences can help counteract disappointment • Know how to cope with disappointment and how to help others cope with theirs • Know how to make a new plan and set new goals even if I have been disappointed • Know what it means to be resilient and to have a positive attitude • Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • Enjoy being part of a group challenge • Identify the contributions made by myself and others to a group's achievement • Know how to share in the success of a group and how to store this success experience in my internal treasure chest
<p>Healthy Me</p>	<ul style="list-style-type: none"> • Understand the difference between being healthy and 	<ul style="list-style-type: none"> • Know what I need to keep my body healthy 	<ul style="list-style-type: none"> • Understand how exercise affects my body and know why my heart 	<ul style="list-style-type: none"> • Recognise how different friendship groups are formed, how I fit into

	<p>unhealthy, and know some ways to keep healthy</p> <ul style="list-style-type: none"> • Feel good about myself when I make healthy choices • Know how to make healthy lifestyle choices • Feel good about myself when I make healthy choices • Know how to keep myself clean and healthy, and understand how germs cause disease/ illness • Know that all household products including medicines can be harmful if not used properly • Know I am special so I keep myself safe • Understand that medicines can help me if I feel poorly and I know how to use them safely • Know some ways to help myself when I feel poorly • Know how to keep safe when crossing the road, and about people who can help me to stay safe • Recognise when I feel frightened and know who to ask for help • Explain why I think my body is amazing and identify some ways to keep it safe and healthy • Recognise how being healthy helps me to feel happy 	<ul style="list-style-type: none"> • Be motivated to make healthy lifestyle choices • Explain what relaxed means and know some things that make me feel relaxed and some that make me feel stressed • Know when a feeling is weak and when a feeling is strong • Understand how medicines work in my body and how important it is to use them safely • Feel positive about caring for my body and keeping it healthy • Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • Know how to have a healthy relationship with food and which foods I enjoy the most • Decide which foods to eat to give my body energy • Know how to have a healthy relationship with food and which foods are most nutritious for my body • Make some healthy snacks and explain why they are good for my body • Express how it feels to share healthy food with my friends 	<p>and lungs are such important organs</p> <ul style="list-style-type: none"> • Set myself a fitness challenge • Explain my knowledge and attitude towards drugs • Identify how I feel towards drugs • Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • Express how being anxious or scared feels • Understand that, like medicines, some household substances can be harmful if not used correctly • Take responsibility for keeping myself and others safe at home • Understand how complex my body is and how important it is to take care of it • Respect my body and appreciate what it does for me 	<p>them and the friends I value the most</p> <ul style="list-style-type: none"> • Recognise when other people's actions make me feel embarrassed, hurt or inadequate and help myself to manage these emotions • Recognise changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations • Be aware of how different people and groups impact on me and can recognise the people I most want to be friends with • Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • Relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others • Recognise when people are putting me under pressure and explain ways to resist this when I want • Identify feelings of anxiety and fear associated with peer pressure • Have a clear picture of what I believe is right and wrong • Use my inner strength and know how to be assertive
Relationships	<ul style="list-style-type: none"> • Identify the members of my family and understand that there 	<ul style="list-style-type: none"> • Identify the different members of my family, understand my 	<ul style="list-style-type: none"> • Identify the roles and responsibilities of each member 	<ul style="list-style-type: none"> • Identify the web of relationships that I am part of,

	<p>are lots of different types of families</p> <ul style="list-style-type: none"> • Know how it feels to belong to a family and care about the people who are important to me • Identify what being a good friend means to me • Know how to make a new friend • Know appropriate ways of physical contact to greet my friends and know which ways I prefer • Recognise which forms of physical contact are acceptable and unacceptable to me • Know who can help me in my school community • Know when I need help and how to ask for it • Recognise my qualities as person and a friend • Know ways to praise myself • Explain why I appreciate someone who is special to me • Express how I feel about them 	<p>relationship with each of them and know why it is important to share and cooperate</p> <ul style="list-style-type: none"> • Accept that everyone's family is different and understand that most people value their family • Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • Know which types of physical contact I like and don't like and can talk about this • Identify some of the things that cause conflict with my friends • Demonstrate how to use the positive problem solving technique to resolve conflicts with my friends • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • Recognise and appreciate people who can help me in my family, my school and my community • Understand how it feels to trust someone • Express appreciation for the people in my special relationships • Be comfortable accepting appreciation from others 	<p>of my family and can reflect on the expectations for males and females</p> <ul style="list-style-type: none"> • Describe how taking some responsibility in my family makes me feel • Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener • Know how to negotiate in conflict situations to try to find a win-win solution • Know and use some strategies for keeping myself safe • Know who to ask for help if I am worried or concerned • Explain how some of the actions and work of people around the world help and influence my life • Demonstrate an awareness of how this could affect my choices • Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • Empathise with children whose lives are different to mine and appreciate what I may learn from them • Know how to express my appreciation to my friends and family • Enjoy being part of a family and friendship groups 	<p>starting from those closest to me and including those more distant</p> <ul style="list-style-type: none"> • Know how it feels to belong to a range of different relationships and can identify what I contribute to each of them • Identify someone I love and express why they are special to me • Know how most people feel when they lose someone or something they love • Discuss someone I know that I no longer see • Understand that we can remember people even if we no longer see them • Explain different points of view on an animal rights issue • Express my opinion and feelings on this • Understand how people feel when they love a special pet • Understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet • Know how to show love and appreciation to the people and animals who are special to me • Be able to love and be loved
Changing Me	<ul style="list-style-type: none"> • Begin to understand the life cycles of animals and humans 	<ul style="list-style-type: none"> • Recognise cycles of life in nature • Understand there are some 	<ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen 	<ul style="list-style-type: none"> • Understand that some of my personal characteristics have

	<ul style="list-style-type: none"> • Understand that changes happen as we grow and that this is OK • Describe some things about me that have changed and some things about me that have stayed the same • Know that changes are OK and that sometimes they will happen whether I want them to or not • Explain how my body has changed since I was a baby • Understand that growing up is natural and that everybody grows at different rates • Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina • Respect my body and understand which parts are private • Understand that every time I learn something new I change a little bit • Enjoy learning new things • Describe changes that have happened in my life • Know some ways to cope with changes 	<p>changes that are outside my control and can recognise how I feel about this</p> <ul style="list-style-type: none"> • Describe the natural process of growing from young to old and understand that this is not in my control • Identify people I respect who are older than me • Recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Feel pride in developing my independence • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • Explain what I like/don't like about being a boy/girl • Understand there are different types of touch and can tell you which ones I like and don't like • Be confident to say what I like and don't like and can ask for help • Identify what I am looking forward to when I am in Year 3 • Begin to think about changes I will make when I am in Year 3 and know how to go about this 	<p>between conception and growing up, and that usually it is the female who has the baby</p> <ul style="list-style-type: none"> • Express how I feel when I see babies or baby animals • Understand how babies grow and develop in the mother's uterus • Know what a baby needs to live and grow • Express how I might feel if I had a new baby in my family • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • Identify how boys' and girls' bodies change on the outside during this growing up process • Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • Recognise how I feel about these changes happening to me and know how to cope with those feelings • Begin to recognise stereotypical ideas I might have about parenting and family roles • Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • Identify what I am looking forward to when I am in Year 4 I • Begin to think about changes I will make when I am in Year 4 and know how to go about this 	<p>come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <ul style="list-style-type: none"> • Appreciate that I am a truly unique human being • Correctly label the internal and external parts of male and female bodies that are necessary for making a baby • Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult • Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • Develop strategies to help me cope with the physical and emotional changes I will experience during puberty • Know how the circle of change works and can apply it to changes I want to make in my life • Be confident enough to try to make changes when I think they will benefit me • Identify changes that have been and may continue to be outside of my control that I learnt to accept • Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • Identify what I am looking forward to when I am in Year 5 • Reflect on the changes I would like to make when I am in Year 5
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