

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

SAFEGUARDING IN THE CURRICULUM

Safeguarding our pupils is at the heart of everything we do and we recognise that our children need to feel safe and secure before any learning can take place.

Safeguarding is embedded through daily routines, circle time activities and assemblies, as well as through our PSHE and RHE curriculum. We have themed days/weeks such as Mental Health Awareness week and Safer Internet Day where pupils take part in a range of activities and games that help them to learn how to stay safe.

PSHE/RHE

In our pre-formal pathway PSHE and RHE is interwoven into all aspects of school life. Pupils learn to develop their self-help skills, their interaction with those around them and their emotional literacy skills through the carefully designed curriculum, which links across the 4 areas of need with each pupils' Education, Health & Care Plan. Alongside the curriculum, and as specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions on a 1:1 and small group basis.

In the semi-formal & formal pathway PSHE & RHE is delivered through a combination of carefully sequenced and well-planned weekly curriculum timetabled opportunities as well as whole-school approaches. It is also inter-woven into all aspects of school life through the children's Education, Health & Care Plans. We have created a bespoke RHE & PSHE curriculum in line with the guidance from the National Curriculum. Alongside the curriculum, and specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions to suit the needs on a 1:1 and small group basis.

We have chosen to implement Jigsaw PSHE for pupils on our semi and formal pathways for two reasons which are:

1. It offers a curriculum that supports the children's well-being, emotional development and their social skills
2. The progression of skills have been carefully mapped out to ensure pupils have a deep understanding of each topic studied.

How have we adapted the scheme to ensure it meets the needs of our pupils?

Jigsaw PSHE has been introduced to pupils who are working on the semi and formal pathways. The scheme has been divided into 6 key areas of learning (jigsaw puzzle pieces), which are:

Being in My World
Celebrating Difference
Dreams & Goals
Healthy Me
Relationships
Changing Me

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

We have decided to cover 3 puzzles a year, which gives us time to break the learning down further and ensure our pupils have time to practise, learn and repeat skills before moving on to the next steps. We have carefully selected the year group path according to the levels and needs of the pupils in each class, but teachers will also look to the year group paths that come before and after, to ensure lessons are differentiated for the needs of all learners. Themed days and weeks (e.g. Mental Health Awareness Week) have also been mapped into this document.

We have carefully considered how and when to teach important themes that pupils could miss due to year group pathway they are accessing. We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term, and will be taught in an age and developmentally appropriate way, to support pupils to understand the changes that will/are happening to themselves and their friends.

Sex Education, Drugs, Smoking, Online Behaviour (gambling & sexting) & Exploration:

Sex Education is not compulsory within primary schools and is not specifically taught at the Bridge School. Pupils do however (through our Science curriculum) learn the correct names for their body parts and parents are informed when these lessons are about to take place. We do not specifically teach our pupils about sex, drugs, smoking, online behaviour and exploration. These areas are touched upon in developmentally appropriate ways for some pupils through routines and class discussions, as and when required. If a concern arises around one of the issues highlighted above, then staff will seek advice and guidance from a DSL/PSHE Lead to help plan appropriate intervention activities to support the pupils in an appropriate and sensitive way.

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

Jigsaw (Age 3-4)

Let Me Play is a brand new part of the Foundation lesson structure. The Calm Me, Interest Me and Help Me Learn Sections are designed to be short and concise – to give children the opportunity to learn through play with ‘Let’s Think’, a reflection time at the end of the session.

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Jigsaw has created a ‘Let Me Play’ document for each Puzzle which gives an overview of ideas to support play in both continuous and enhanced provision in your classroom both inside and outside. When starting a new Puzzle, print out this document and have it to hand - use it any way that supports your planning with purposeful play-based ideas, linked to the Jigsaw lesson Pieces and learning intentions

Class	Autumn	Spring	Summer
	October – Black History Month 17-23rd December – Road Safety Awareness Week Odd Socks Day (Respect)	3-9th February – Children’s Mental Health Week 11th February – Safer Internet Day 20th March – International Day of Happiness	Transitions/preparing for change – new classes/new schools
KS1 Semi-Formal EYFS Butterflies Badgers Jigsaw age 3-4	<p><i>Jigsaw piece Being in My World: Who Me?</i> <i>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible</i></p> <p><u>Taught knowledge</u> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly</p>	<p><i>Jigsaw piece CD: Celebrating Difference</i> <i>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. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</i></p> <p><u>Taught knowledge</u> Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know different ways of making friends Know the names of some emotions such as happy, sad, frightened, angry</p>	<p><i>Jigsaw piece DG: Dreams and Goals</i> <i>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</i></p> <p><u>Taught knowledge</u> Know what a challenge is Know that it is important to keep trying Know what a goal is Know which words are kind Know some jobs that they might like to do when they are older Know when they have achieved a goal</p>

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

	<p>Know that being kind is good Know they have a right to learn and play, safely and happily</p> <p><u>Social and emotional skills</u> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting</p> <p><u>Questions for family learning</u> What does it feel like to belong? What's special about you? How do people show they are happy or sad? What sort of things can you do to be kind? How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)?</p> <p><u>Vocabulary</u> <i>Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</i></p>	<p>Know why having friends is important Know some qualities of a positive friendship</p> <p><u>Social and emotional skills</u> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Identify and use skills to make a friend Recognise emotions when they or someone else is upset, frightened or angry</p> <p><u>Questions for family learning</u> Can you say how you are different from a friend? Can you say how you are the same as a friend? What makes a family? What makes you proud? What are you good at doing? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it?</p> <p><u>Vocabulary</u> <i>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</i></p>	<p><u>Social and emotional skills</u> Understand that challenges can be difficult Talk about a time that they kept on trying and achieved a goal Recognise how kind words can encourage people Feel proud Celebrate success</p> <p><u>Questions for family learning</u> What job would you like when you are older? • What goals have you set? Tell me about a time when something was hard but you kept trying. How do you like to celebrate when you achieve something? How can we celebrate together?</p> <p><u>Vocabulary</u> <i>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</i></p>
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Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

Class	<p align="center">Autumn</p> <p align="center">October – Black History Month 17-23rd December – Road Safety Awareness Week</p>	<p align="center">Spring</p> <p align="center">3-9th February – Children’s Mental Health Week 11th February – Safer Internet Day 20th March – International Day of Happiness</p>	<p align="center">Summer</p> <p align="center">Transitions/preparing for change – new classes/new schools</p>
<p>KS2 Semi-Formal</p> <p>Deers Squirrels Hedgehogs</p> <p>Jigsaw age 5-6</p>	<p><i>Jigsaw piece BM: Being me in my world</i> <i>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</i></p> <p><u>Taught knowledge</u> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom</p> <p><u>Social and emotional skills</u> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it’s like to feel proud of an achievement Understand that they have choices</p>	<p><i>Jigsaw piece CD: Celebrating difference</i> <i>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</i></p> <p><u>Taught knowledge</u> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different</p> <p><u>Social and emotional skills</u> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn’t Understand how being bullied might feel Know ways to help a person who is being bullied</p>	<p><i>Jigsaw piece DG: Dreams and goals</i> <i>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</i></p> <p><u>Taught knowledge</u> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved</p> <p><u>Social and emotional skills</u> Recognise things that they do well Explain how they learn best</p>

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

	<p><u>Questions for family learning</u> What do you do in class to help other children? What do you do to help your teacher? Can you tell me something you were really proud of? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home?</p> <p><u>Vocabulary</u> <i>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed.</i></p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).</p>	<p><u>Questions for family learning</u> Can you say how you are different from a friend? Can you say how you are the same as a friend? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it?</p> <p><u>Vocabulary</u> <i>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.</i></p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).</p>	<p>Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle</p> <p><u>Questions for family learning</u> What goals have you set at school? What goal would you like to set for home? How do you feel when something is difficult? How do you feel when you have achieved a goal? • How can we celebrate your achievements together?</p> <p><u>Vocabulary</u> <i>Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.</i></p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).</p>
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<p>KS2 Formal</p> <p>Owls</p> <p>Jigsaw age 6-7</p>	<p>Jigsaw piece BM: Being me in my world <i>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</i></p> <p><u>Taught knowledge</u> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact</p>	<p>Jigsaw piece CD: Celebrating difference <i>In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn’t happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</i></p> <p><u>Taught knowledge</u> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident</p>	<p>Jigsaw piece DG: Dreams and goals <i>In this Puzzle the class talk about 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. The children talk about group work and reflect on who they work well with and who they don’t. They also talk about sharing success with other people.</i></p> <p><u>Taught knowledge</u> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people</p> <p><u>Social and emotional skills</u> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be</p>

Year 1 PSHE Progression Map & Long Term Plan (2024-2025)

	<p>positively on self-learning and the learning of others</p> <p><u>Social and emotional skills</u> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively</p> <p><u>Questions for family learning</u> What are you looking forward to this year? Are you worried about anything that might happen this year? How do you show you are a good listener? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward /praise children who make positive/helpful choices?</p> <p><u>Vocabulary</u> Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem Solving.</p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See</p>	<p>and bullying</p> <p><u>Social and emotional skills</u> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Understand that everyone's differences make them special and unique</p> <p><u>Questions for family learning</u> What is bullying? Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair? Can a person be friends with someone who is different from them? Can we choose how we treat other people?</p> <p><u>Vocabulary</u> Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.</p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See</p>	<p>helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group</p> <p><u>Questions for family learning</u> What goals have you set at school? What goal would you like to set for home? What do you need to do achieve your goal? How do you feel when something is difficult? How do you feel when you have achieved a goal?</p> <p><u>Vocabulary</u> Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.</p> <p>We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term. See Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).</p>
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	Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).	Outside Body Changes (puzzle map age 7-8) and Puberty & Menstruation (puzzle map age 8-9).	
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