



## Jigsaw PSHE progression map

### Year 4

Puzzle overview	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>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. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>	<p>In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>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. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p>	<p>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. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>
<p><b>Taught knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know that their own actions affect themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know what to do if they think bullying is or might be taking place</li> <li>Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make a new plan and set new goals even if they have been disappointed</li> <li>Know how to work as part of a successful group</li> <li>Know how to share in the success of a group</li> <li>Know what their own hopes and dreams are</li> <li>Know that hopes and dreams don't always come true</li> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>Know how to work out the steps they need to take to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are leaders and followers in groups</li> <li>Know the facts about smoking and its effects on health</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> <li>Know how different friendship groups are formed and how they fit into them</li> <li>Know which friends they value most</li> <li>Know that they can take on different roles according to the situation</li> <li>Know some of the reasons some people start to smoke <ul style="list-style-type: none"> <li>Know some of the reasons some people drink alcohol</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy</li> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that memories can support us when we lose a special person or animal</li> </ul>	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>Know that babies are made by a sperm joining with an ovum</li> <li>Know the names of the different internal and external body parts that are needed to make a baby</li> <li>Know how the female and male body change at puberty</li> <li>Know that change can bring about a range of different emotions</li> <li>Know that personal hygiene is important during puberty and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> </ul>

<p><b>Social and Emotional skills</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"><li>• Identify the feelings associated with being included or excluded</li><li>• Be able to take on a role in a group discussion / task and contribute to the overall outcome</li><li>• <b>Know how to regulate my emotions</b></li><li>• Can make others feel cared for and welcome</li><li>• Recognise the feelings of being motivated or unmotivated</li><li>• Can make others feel valued and included</li><li>• Understand why the school community benefits from a Learning Charter</li><li>• Be able to help friends make positive choices</li></ul>	<ul style="list-style-type: none"><li>• Be comfortable with the way they look</li><li>• Try to accept people for who they are</li><li>• <b>Be non-judgemental about others who are different</b></li><li>• Identify influences that have made them think or feel positively/negatively about a situation</li><li>• Identify feelings that a bystander might feel in a bullying situation</li><li>• Identify reasons why a bystander might join in with bullying</li><li>• Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios</li><li>• Identify their own uniqueness</li><li>• Identify when a first impression they had was right or wrong</li></ul>	<ul style="list-style-type: none"><li>• Have a positive attitude</li><li>• Can identify the feeling of disappointment</li><li>• Be able to cope with disappointment</li><li>• <b>Can identify what resilience is</b></li><li>• Can identify a time when they have felt disappointed</li><li>• Can talk about their hopes and dreams and the feelings associated with these</li><li>• Help others to cope with disappointment</li><li>• Enjoy being part of a group challenge</li><li>• Can share their success with others</li><li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li></ul>	<ul style="list-style-type: none"><li>• Can identify the feelings that they have about their friends and different friendship groups</li><li>• <b>Recognise negative feelings in peer pressure situations</b></li><li>• <b>Can identify the feelings of anxiety and fear associated with peer pressure</b></li><li>• <b>Can tap into their inner strength and know-how to be assertive</b></li><li>• Recognise how different people and groups they interact with impact on them</li><li>• Identify which people they most want to be friends with</li></ul>	<ul style="list-style-type: none"><li>• Can identify feelings and emotions that accompany jealousy</li><li>• Can suggest positive strategies for managing jealousy</li><li>• Can identify people who are special to them and express why</li><li>• <b>Can identify the feelings and emotions that accompany loss</b></li><li>• <b>Can suggest strategies for managing loss</b></li><li>• Can tell you about someone they no longer see</li><li>• <b>Can suggest ways to manage relationship changes including how to negotiate</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Can appreciate their own uniqueness and that of others</b></li><li>• <b>Can express any concerns they have about puberty</b></li><li>• <b>Have strategies for managing the emotions relating to change</b></li><li>• Can express how they feel about having children when they are grown up</li><li>• Can say who they can talk to about puberty if they are worried</li><li>• Can apply the circle of change model to themselves to have strategies for managing change</li></ul>
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