



## Jigsaw PSHE progression map Year 2

Puzzle overview	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	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 learn 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 learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	In this Puzzle, the children explore 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 consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
<b>Taught knowledge</b>  <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of class members</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are <b>valuable</b></li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> <li>• Identifying hopes and fears for the year ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know where to get help if being bullied</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know the difference between right and</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</li> <li>• Know what good group-working looks like</li> <li>• Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> <li>• Know that it is important to use medicines safely</li> <li>• Know what makes them feel relaxed/stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know how to make some healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• <b>Know what trust is</b></li> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and</li> </ul>	<ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• <b>Know there are different types of touch and that some are acceptable and some are unacceptable</b></li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> </ul>

		wrong and the role that choice has to play in this			sometimes change with time <ul style="list-style-type: none"> <li>Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul>	<ul style="list-style-type: none"> <li>Know that aging is a natural process including old age</li> <li>Know that some changes are out of an individual's control</li> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>
<b>Social and Emotional skills</b>  <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Be able to work cooperatively</li> <li>Recognise own feelings and know when and where to get help</li> <li>Recognise the feeling of being worried</li> </ul>	<ul style="list-style-type: none"> <li>Explain how being bullied can make someone feel</li> <li>Know how to stand up for themselves when they need to</li> <li>Understand that everyone's differences make them special and unique</li> <li>Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>Understand that boys and girls can be different in lots of ways and that is OK</li> <li>Can choose to be kind to someone who is being bullied</li> <li>Recognise that they shouldn't judge people because they are different</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how working with others can be helpful</li> <li>Be able to work effectively with a partner</li> <li>Be able to choose a partner with whom they work well</li> <li>Be able to work as part of a group</li> <li>Be able to describe their own achievements and the feelings linked to this</li> <li>Recognise their own strengths as a learner</li> <li>Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food <ul style="list-style-type: none"> <li>Desire to make healthy lifestyle choices</li> </ul> </li> <li>Identify when a feeling is weak and when a feeling is strong</li> <li>Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the different roles and responsibilities in their family</li> <li>Can recognise the value that families can bring</li> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify who they trust in their own relationships</li> <li>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>Can identify the feelings associated with trust</li> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>Can say who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable/uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>Can appreciate that changes will happen and that some can be controlled and others not</li> <li>Be able to express how they feel about changes</li> <li>Show appreciation for people who are older</li> <li>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>Can say what greater responsibilities and freedoms they may have in the future</li> <li>Can say what they are looking forward to in the next year</li> </ul>