

PSHE and RSHE Progression Map



At Christ Church, Personal, Social, Health and Economic Education (PSHE) helps children develop the knowledge, skills and personal attributes they need to stay safe, care for their physical and emotional wellbeing, build positive relationships and prepare for the opportunities and responsibilities of later life.

We use Jigsaw PSHE 3-11 as a carefully sequenced, whole-school curriculum from Nursery to Year 6. The same six half-termly Puzzles are revisited every year with increasing depth, allowing pupils to connect new learning with what they already know. The 2026 programme strengthens personal safety, digital literacy, emotional wellbeing, hygiene, boundaries and help-seeking, while clearly separating statutory puberty education from non-statutory Sex Education.

PSHE at Christ Church supports our vision, "Together, we flourish." Pupils learn to show respect and kindness in relationships, develop hope and perseverance when facing challenges, remain curious about themselves and the world, and contribute positively to their community. The curriculum is inclusive, age-appropriate and adapted so that all pupils, including those with SEND, can participate and succeed.

Our Six Jigsaw Puzzles

The six Puzzles act as connected curriculum threads. They are taught in the same order across the school so that key ideas are introduced, revisited and deepened over time.



Being Me in My World: Identity, belonging, feelings, rights and responsibilities, choices, democracy and contributing positively.



Celebrating Difference: Similarity and difference, families, inclusion, stereotypes, protected characteristics, bullying and standing up for self and others.



Dreams and Goals: Goals, strengths, perseverance, resilience, teamwork, aspirations, careers, money and celebrating achievement.



Healthy Me: Physical and mental health, food, exercise, sleep, hygiene, medicines and substances, personal safety, first aid and healthy choices.



Relationships: Families, friendships, boundaries, online relationships, conflict, trust, loss, appreciation and seeking help.



Changing Me: Life cycles, bodies, growing, puberty, self-image, coping with change and transition; with defined non-statutory Sex Education in Years 5 and 6.

Learning Through Jigsaw

Every Jigsaw lesson creates a safe, participative environment through the Jigsaw Charter. "Calm Me" supports self-regulation and readiness to learn; "Connect Us" develops belonging and communication; active teaching and discussion build knowledge and practical skills; and reflection helps pupils explain what they have learned and how it applies to their lives.

Across the curriculum, pupils develop emotional vocabulary, respectful dialogue, critical thinking, decision-making, assertiveness, problem-solving and the confidence to seek help. Teachers use pupil questions and feedback to adapt delivery without removing pupils' entitlement to statutory content.

Whole-School Curriculum Overview

Each term contains two Jigsaw Puzzles. The tables summarise the main knowledge content for each year group; detailed lesson plans, mapping and parent/teacher knowledge organisers are available through the school.

	AUTUMN	SPRING	SUMMER
Nursery	A1 Being Me in My World: Self-identity, feelings, classroom belonging, gentleness and simple rights and responsibilities. A2 Celebrating Difference: Talents, being special, families, where we live, making friends and standing up for ourselves.	S1 Dreams and Goals: Challenges, perseverance, simple goals, overcoming obstacles, asking for help and jobs. S2 Healthy Me: Moving our bodies, physical activity, healthy food, sleep, cleanliness and everyday safety.	S1 Relationships: Family life, friendships, falling out, bullying and being a good friend. S2 Changing Me: Bodies, respecting my body, growing, change, worries and celebrations.
Reception	A1 Being Me in My World: Understanding feelings, belonging to a class, being gentle and taking responsibility. A2 Celebrating Difference: Recognising talents and difference, families and communities, friendship and assertiveness.	S1 Dreams and Goals: Setting goals, keeping going, overcoming obstacles, seeking help and thinking about jobs. S2 Healthy Me: Exercise, healthy food, sleep, hygiene, safe choices and knowing who can help.	S1 Relationships: Family and friendship, resolving fallings-out, recognising bullying and showing care. S2 Changing Me: Body awareness, growing and change, respecting bodies, managing feelings and transition.
Year 1	A1 Being Me in My World: Feeling special and safe, class belonging, rights, responsibilities, choices and consequences. A2 Celebrating Difference: Similarities and differences, bullying, making new friends and celebrating everyone.	S1 Dreams and Goals: Goals, success, learning styles, teamwork, challenges, obstacles and feelings of achievement. S2 Healthy Me: Healthy lifestyles, hygiene, household and medicine safety, road safety and health and happiness.	S1 Relationships: Families, friendship, touch preferences, people who help, personal qualities and appreciation. S2 Changing Me: Life cycles, growing since babyhood, correct body-part vocabulary, coping with change and transition.
Year 2	A1 Being Me in My World: Hopes and fears, rights and responsibilities, fair learning, contributions, choices and feelings. A2 Celebrating Difference: Assumptions and gender stereotypes, bullying, standing up for others and friendship across difference.	S1 Dreams and Goals: Realistic goals, healthy habits, perseverance, teamwork, motivation and sharing success. S2 Healthy Me: Healthy eating, safety at home and outside, medicines and recognising when to seek adult help.	S1 Relationships: Different families, physical boundaries, conflict, secrets, trust and appreciation. S2 Changing Me: Natural life cycles, growing older, independence, correct body-part vocabulary, assertiveness and transition.

Whole-School Curriculum Overview (continued)

	AUTUMN	SPRING	SUMMER
Year 3	A1 Being Me in My World: Personal goals, self-worth, rules and responsibilities, choices, consequences and perspectives. A2 Celebrating Difference: Family difference and conflict, witnessing bullying, hurtful words and giving and receiving compliments.	S1 Dreams and Goals: Ambitions, motivation, overcoming obstacles, evaluating learning, community contribution and budgeting. S2 Healthy Me: Exercise, food labels and swaps, attitudes to drugs, online and offline safety, water safety and help-seeking.	S1 Relationships: Family roles, negotiation, online safety, media influence, global citizenship and choices affecting others. S2 Changing Me: How babies grow, internal and external body changes, personal hygiene, stereotypes and transition.
Year 4	A1 Being Me in My World: Class teams, school citizenship, democracy, group decisions, having a voice and motivation. A2 Celebrating Difference: Assumptions, appearance, accepting self and others, influences, bullying, uniqueness and first impressions.	S1 Dreams and Goals: Hopes, disappointment, realistic goals, teamwork, celebrating contributions, resilience and positive attitudes. S2 Healthy Me: Healthier friendships, peer influence, railway and fire safety, smoking, alcohol, vaping and assertiveness.	S1 Relationships: Jealousy, love and loss, memories, falling out, changing friendships and showing appreciation. S2 Changing Me: Being unique, puberty for girls, family belonging, confidence with change, transition and environmental change.
Year 5	A1 Being Me in My World: Planning ahead, citizenship, rights and responsibilities, democracy, participation and group behaviour. A2 Celebrating Difference: Cultural difference, racism, rumours, name-calling, types of bullying, wealth and respect for cultures.	S1 Dreams and Goals: Future dreams, spending and saving, digital spending, careers, goals in different cultures and charity. S2 Healthy Me: Smoking and vaping, alcohol and anti-social behaviour, emergency aid, body image, food and healthy choices.	S1 Relationships: Self-worth, safer online communities, online rights, gaming risks, screen time, grooming and internet rules. S2 Changing Me: Self- and body image, media influence, puberty, human conception*, responsibility, change and transition.
Year 6	A1 Being Me in My World: Personal goals, global citizenship, universal rights, choices, consequences, democracy and role-modelling. A2 Celebrating Difference: Ideas of normality, disability, power, bullying, inclusion, difference as conflict or celebration and empathy.	S1 Dreams and Goals: Learning goals, success criteria, emotions in success, making a difference, motivation and recognising achievement. S2 Healthy Me: Personal responsibility, substances, exploitation, emotional and mental health and managing stress.	S1 Relationships: Mental health and support, love and loss, power and control, assertiveness and responsible technology use. S2 Changing Me: Self-image, puberty and feelings, conception to birth*, attraction, respect, consent, sexting and transition.

* The Year 5 and Year 6 human reproduction lessons are the school's defined non-statutory Sex Education. Parents may request withdrawal from these lessons. Relationships Education, Health Education (including puberty) and national curriculum science remain statutory.



Progression in PSHE - Being Me in My World



- I know that I am a unique person with my own name, likes and feelings.
- I know that classroom routines and gentle behaviour help everyone feel safe.
- I know that I can help look after myself, other people and our classroom.



- I know that I belong to my class and that everyone has a place in our community.
- I know that feelings can change and that I can talk to an adult when I need help.
- I know that rules, rights and responsibilities help people learn and play together.
- I know that my choices can affect how other people feel.



- I know what helps me feel special, calm and safe in my class.
- I know that class members have rights and responsibilities.
- I know that choices have consequences for me and for others.
- I know how our Learning Charter helps everyone belong and learn.



- I know that it is normal to have hopes, worries and mixed feelings at the start of a year.
- I know how my rights and responsibilities help create a safe and fair class.
- I know that my contribution matters and that I can value other people's ideas.
- I know who to ask for help when I am worried.



- I know how to set a personal goal and recognise my own strengths and worth.
- I know why communities need agreed rules, rights and responsibilities.
- I know that responsible choices lead to consequences and can affect a group.
- I know that seeing a situation from another person's perspective supports fair decisions.



- I know how I contribute to a class team and the wider school community.
- I know that democracy gives people opportunities to express a view and take part in decisions.
- I know how group decisions can be made fairly and responsibly.
- I know that understanding what motivates behaviour can help people make better choices.



- I know how to plan ahead and set goals for the year.
- I know that citizens have rights and responsibilities and can participate in their community.
- I know how individual behaviour can affect the success and wellbeing of a group.
- I know that democracy involves having a voice, listening to others and accepting fair decisions.



- I know how personal goals connect with my responsibilities as a local and global citizen.
- I know that children have universal rights and that these should be respected.
- I know how choices, consequences, rewards and group dynamics can influence behaviour.
- I know that positive role-modelling can help challenge anti-social behaviour and strengthen communities.



Progression in PSHE - Celebrating Difference



- I know that everyone has talents and qualities that make them special.
- I know that families and homes can be similar and different.
- I know that kind words and actions help people make friends and feel included.



- I know that people can look, live and celebrate in different ways.
- I know that every family and person should be treated with kindness and respect.
- I know how to make a friend and how to speak up when something feels unfair.
- I know that being different is a positive part of our community.



- I know that people can share similarities and also be different from one another.
- I know what bullying means and that it is never acceptable.
- I know to tell a trusted adult and keep asking for help if bullying happens.
- I know how to welcome new friends and celebrate what makes each person unique.



- I know that assumptions and stereotypes about boys and girls can be unfair.
- I know that bullying may be linked to difference and can make people feel lonely or unsafe.
- I know how to stand up safely for myself and others and seek adult help.
- I know that people can be different and still build strong friendships.



- I know that families can be different and that disagreements can be managed safely.
- I know how witnesses and bystanders can help when bullying happens.
- I know that words can hurt and that respectful language matters.
- I know how sincere compliments can help people feel valued and included.



- I know that assumptions based on appearance are not always accurate or fair.
- I know that influences can shape how people judge themselves and others.
- I know how to recognise bullying and use problem-solving and help-seeking strategies.
- I know that everyone is special and unique and that first impressions can change.



- I know that cultural differences can sometimes be misunderstood or used to create conflict.
- I know what racism, discriminatory name-calling and different types of bullying look like.
- I know that material wealth does not determine a person's value or happiness.
- I know how to respect people from different cultures and challenge prejudice safely.



- I know that ideas about what is "normal" can exclude or disadvantage people.
- I know that disability and other protected characteristics must never be reasons for discrimination.
- I know how power struggles, exclusion and bullying can harm individuals and groups.
- I know that empathy and inclusion help turn difference into something to understand and celebrate.



Progression in PSHE - Dreams and Goals



- I know that learning new things can feel challenging.
- I know that I can keep trying when something does not work straight away.
- I know that adults and friends can help me work towards a simple goal.



- I know how to choose a simple goal and talk about the steps I might take.
- I know that perseverance means trying again when something is difficult.
- I know that obstacles can be overcome by changing a plan or asking for help.
- I know that people do different jobs and use different strengths.



- I know how to set a goal and identify something I have achieved.
- I know that people learn in different ways and that practice builds confidence.
- I know how to work with a partner and celebrate shared success.
- I know how to recognise obstacles and think of ways to overcome them.



- I know how to choose a realistic goal and identify steps towards success.
- I know that healthy routines and motivation can help me work towards my goals.
- I know that perseverance and recognising my strengths help when learning feels difficult.
- I know how teamwork and cooperation can help a group solve problems and share success.



- I know that achieving a difficult goal requires motivation, planning and perseverance.
- I know how to evaluate a learning process and identify what helped me succeed.
- I know that goals can contribute to the wellbeing of a wider community.
- I know that simple budgeting involves choices about how money is used.



- I know that disappointment is a normal feeling when hopes or plans do not work out.
- I know how to adapt a goal so that it becomes realistic and achievable.
- I know that resilience and a positive attitude help people keep moving forward.
- I know how individual contributions combine to support group success.



- I know that future goals can include jobs, careers, personal ambitions and helping others.
- I know that spending, saving and digital purchases involve choices, risks and consequences.



- I know that opportunities and goals may look different in different cultures.
- I know that motivation can be intrinsic, extrinsic or linked to supporting a cause.
- I know how to set personal learning goals in and out of school and identify success criteria.
- I know that emotions can influence confidence, motivation and achievement.
- I know how to break a complex goal into manageable steps.
- I know that recognising achievements and making a positive difference can motivate future action.



Progression in PSHE - Healthy Me



Nursery

- I know that moving my body, eating healthy food and sleeping help me grow.
- I know that washing and keeping clean help protect my health.
- I know that adults help me make safe choices at home and outside.

Reception

- I know some choices that help keep my body and mind healthy.
- I know that germs can spread and that handwashing helps keep people well.
- I know that medicines and household products must only be used with a trusted adult.
- I know how to recognise when I feel unsafe and ask for help.

Year 1

- I know how food, exercise, sleep, hygiene and time outdoors support health.
- I know how medicines can help when used safely and why household products can be dangerous.
- I know the basic steps for crossing a road safely.
- I know that healthy choices can support positive feelings and wellbeing.

Year 2

- I know how a balanced diet and healthy routines give my body energy.
- I know how to identify hazards at home, including fire, heat and kitchen risks.
- I know how to use the Safety STAR process to think about risks outside, including roads, railways and water.
- I know important rules for using medicines safely and when to seek adult help.

Year 3

- I know how exercise, food choices and personal hygiene affect physical and mental health.
- I know how food labels can help people make healthier swaps.
- I know that substances can affect the body and that attitudes and pressure can influence choices.
- I know how to manage risks online and offline, including water safety, and how to ask for help.

Year 4

- I know that friendships and peer influence can affect health and safety decisions.
- I know key ways to stay safe around railways, fire and other hazards.
- I know that smoking, vaping and alcohol can harm health.
- I know how assertiveness can help me resist pressure and make a safer choice.

Year 5

- I know the health risks associated with smoking, vaping, nicotine products and alcohol.
- I know how alcohol can contribute to unsafe or anti-social behaviour.
- I know how to contact emergency services and apply basic first-aid principles.
- I know how body image, food, media and motivation can influence healthy choices.
- I know that I have increasing responsibility for choices affecting my health and wellbeing.

Year 6

- I know how substances affect the body and how exploitation, including county lines and gangs, can place children at risk.
- I know how emotional and mental health can change and where to find support.
- I know and can use strategies for managing stress and making balanced health choices.



Progression in PSHE - Relationships



- I know who is important in my family and that families care for children in different ways.
- I know some qualities of a good friend.
- I know that friends sometimes fall out and that adults can help.
- I know that bullying is unkind and should be reported.



- I know that families can look different and that healthy families provide care and safety.
- I know how kindness, sharing and listening help friendships grow.
- I know that I can ask for help when a friendship problem feels too big.
- I know how to include others and be a good friend.



- I know that there are different types of families and that belonging is important.
- I know how to make a friend and identify qualities of a good friend.
- I know that people have different preferences about physical contact and have the right to say no.
- I know who can help me and how to appreciate people who are special to me.



- I know that families are diverse and that cooperation helps family relationships.
- I know how to communicate physical-contact boundaries and respect other people's boundaries.
- I know strategies for managing conflict and repairing friendships.
- I know the difference between a surprise and a worry secret, who I trust and how to keep asking for help.



- I know that family members can have different roles and responsibilities.
- I know how negotiation and respectful communication support friendships.
- I know how to keep safer online and who to ask for help when online contact or content worries me.
- I know that media and personal choices can affect other people locally and globally.



- I know that jealousy can affect relationships and can be managed safely.
- I know that love and loss bring a range of feelings and that memories can be important.
- I know strategies for managing fallings-out and changes in friendships.
- I know how to show appreciation for people and animals who are important to me.



- I know how self-recognition and self-worth support healthy relationships.
- I know my rights and responsibilities in online communities and gaming spaces.
- I know how screen time and online behaviour can affect relationships and wellbeing.
- I know how grooming can happen online and how to follow safety rules and report concerns.



- I know how to recognise mental-health worries and identify trusted people and services for support.
- I know that love, loss and changing relationships can bring complex feelings.
- I know how power and control can make a relationship unhealthy.
- I know how assertiveness, boundaries and responsible technology use support safe relationships.



Progression in PSHE - Changing Me



- I know that my body belongs to me and deserves care and respect.
- I know that people grow and change from babies into children and adults.
- I know that change can bring happy, excited or worried feelings.



- I know the names of familiar body parts and that some parts of the body are private.
- I know that everyone grows and changes at their own pace.
- I know how to talk about feelings linked to change and ask a trusted adult for help.
- I know that celebrations and transitions mark important changes.



- I know that animals and humans have life cycles and that growth is a natural process.
- I know how my body and abilities have changed since I was a baby.
- I know the correct names for external private body parts and that my body belongs to me.
- I know strategies for coping with change and preparing for a new class.



- I know that life cycles include growing from young to old and that some changes are outside my control.
- I know that growing brings increasing independence and responsibility.
- I know the correct names for private body parts and how to care for my body.
- I know how to communicate assertively about touch, keep telling a trusted adult and prepare for transition.



- I know in age-appropriate terms how babies grow and that families support children as they develop.
- I know that bodies change on the outside and inside as children grow.
- I know why personal hygiene becomes increasingly important as the body changes.
- I know how to challenge stereotypes and manage feelings about transition.



- I know that personal identity includes the qualities that make me unique.
- I know key facts about puberty for girls as part of statutory Health Education.
- I know that families support children through physical and emotional change.
- I know how to build confidence, accept change and prepare for transition.



- I know how self-image and media, including online images, can affect body image and confidence.
- I know key facts about puberty for girls and boys and how to manage personal hygiene.
- I know the basic facts of human conception, including IVF, within the school's defined non-statutory Sex Education lesson.*
- I know how growing responsibility, change and transition can affect feelings and relationships.



- I know how self-image, body image, puberty and feelings are connected.
- I know the basic facts of conception, pregnancy and birth within the school's defined non-statutory Sex Education lesson.*
- I know that physical attraction may develop as people grow and that respect, boundaries and consent remain essential.
- I know the risks associated with sexting and how to seek help, and I can prepare positively for transition.

* These statements identify the school's non-statutory Sex Education content. The remaining learning in Changing Me, including puberty and developing bodies, forms part of statutory Health Education or national curriculum science.

Curriculum Sources and Use

This progression map is a Christ Church summary of the licensed Jigsaw PSHE 3-11 curriculum. It has been prepared from the Jigsaw PSHE Knowledge Content Snapshot Overview (December 2025), the updated 2026 Puzzle Maps and Jigsaw PSHE 3-11: Summary of Updates (April 2026), alongside Christ Church's PSHE and RSHE Policy for September 2026.

The map supports curriculum planning, staff understanding and parental transparency. It does not replace the full Jigsaw lesson plans, statutory mapping documents, teacher preparation materials or professional judgement. Detailed Jigsaw resources remain copyright Jigsaw Education Group and are shared with parents through the school's agreed access arrangements.