

Dothill Progression Mapping



PSHE Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
Substantive knowledge (Content)	Being Me in My World In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
	Celebrating Difference Puzzle	
	In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.
	Dreams and Goals Puzzle	
	In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.
	Healthy Me Puzzle	
In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.	
Relationships Puzzle		

	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>
	<p>Changing Me Puzzle</p> <p>In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	<p>In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>
<p>Disciplinary Knowledge (Social and emotional)</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> ✓ Empathy for people whose lives are different from their own ✓ Consider their own actions and the effect they have on themselves and others ✓ Be able to work as part of a group, listening and contributing effectively ✓ Be able to identify what they value most about school ✓ Identify hopes for the school year ✓ Understand why the school community benefits from a Learning Charter ✓ Be able to help friends make positive choices ✓ Know how to regulate my emotions 	<ul style="list-style-type: none"> ✓ Know own wants and needs ✓ Be able to compare their life with the lives of those less fortunate ✓ Demonstrate empathy and understanding towards others ✓ Can demonstrate attributes of a positive role-model ✓ Can take positive action to help others ✓ Be able to contribute towards a group task ✓ Know what effective group work is ✓ Know how to regulate my emotions ✓ Be able to make others feel welcomed and valued
	<p>Celebrating Difference Puzzle</p>	
	<ul style="list-style-type: none"> ✓ Appreciate the value of happiness regardless of material wealth ✓ Identify their own culture and different cultures within their class community ✓ Identify their own attitudes about people from different faith and cultural backgrounds ✓ Develop respect for cultures different from their own ✓ Identify a range of strategies for managing their own feelings in bullying situations ✓ Identify some strategies to encourage children who use bullying behaviours to make other choices ✓ Be able to support children who are being bullied 	<ul style="list-style-type: none"> ✓ Empathise with people who are different and be aware of my own feelings towards them ✓ Identify feelings associated with being excluded ✓ Be able to recognise when someone is exerting power negatively in a relationship ✓ Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens ✓ Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict ✓ Identify different feelings of the bully, bullied and bystanders in a bullying scenario ✓ Appreciate people for who they are ✓ Show empathy
	<p>Dreams and Goals Puzzle</p>	

	<ul style="list-style-type: none"> ✓ Verbalise what they would like their life to be like when they are grown up ✓ Appreciate the contributions made by people in different jobs ✓ Reflect on the differences between their own learning goals and those of someone from a different culture ✓ Appreciate the differences between themselves and someone from a different culture ✓ Understand why they are motivated to make a positive contribution to supporting others ✓ Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> ✓ Understand why it is important to stretch the boundaries of their current learning ✓ Be able to give praise and compliments to other people when they recognise that person's achievements ✓ Empathise with people who are suffering or living in difficult situations ✓ Set success criteria so that they know when they have achieved their goal ✓ Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
	Healthy Me Puzzle	
	<ul style="list-style-type: none"> ✓ Respect and value their own bodies ✓ Can reflect on their own body image and know how important it is that this is positive ✓ Recognise strategies for resisting pressure ✓ Can identify ways to keep themselves calm in an emergency ✓ Can make informed decisions about whether or not they choose to smoke when they are older ✓ Can make informed decisions about whether they choose to drink alcohol when they are older ✓ Accept and respect themselves for who they are ✓ Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> ✓ Are motivated to care for their own physical and emotional health ✓ Suggest strategies someone could use to avoid being pressured ✓ Can use different strategies to manage stress and pressure ✓ Are motivated to find ways to be happy and cope with life's situations without using drugs ✓ Identify ways that someone who is being exploited could help themselves ✓ Recognise that people have different attitudes towards mental health/illness
Relationships Puzzle		
	<ul style="list-style-type: none"> ✓ Can suggest strategies for building self-esteem of themselves and others ✓ Can identify when an online community/social media group feels risky, uncomfortable, or unsafe ✓ Can suggest strategies for staying safe online/ social media ✓ Can say how to report unsafe online/social network activity ✓ Can identify when an online game is safe or unsafe ✓ Can suggest ways to monitor and reduce screen time ✓ Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> ✓ Recognise that people can get problems with their mental health and that it is nothing to be ashamed of ✓ Can help themselves and others when worried about a mental health problem ✓ Recognise when they are feeling grief and have strategies to manage them ✓ Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control ✓ Can resist pressure to do something online that might hurt themselves or others ✓ Can take responsibility for their own safety and well-being
	Changing Me Puzzle	
	<ul style="list-style-type: none"> ✓ Can celebrate what they like about their own and others' self-image and body image ✓ Can suggest ways to boost self-esteem of self and others ✓ Recognise that puberty is a natural process that happens to everybody and that it will be OK for them ✓ Can ask questions about puberty to seek clarification ✓ Can express how they feel about having a romantic relationship when they are an adult ✓ Can express how they feel about having children when they are an adult ✓ Can express how they feel about becoming a teenager ✓ Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> ✓ Recognise ways they can develop their own self-esteem ✓ Can express how they feel about the changes that will happen to them during puberty ✓ Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to ✓ Recognise how they feel when they reflect on the development and birth of a baby ✓ Can celebrate what they like about their own and others' self-image and body image ✓ Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
Being Me in My World		
Disciplinary Knowledge (Personal)	<ul style="list-style-type: none"> ✓ Understand how democracy and having a voice benefits the school community ✓ Understand how to contribute towards the democratic process ✓ Understand the rights and responsibilities associated with being a citizen in the wider community and their country ✓ Know how to face new challenges positively ✓ Understand how to set personal goals ✓ Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> ✓ Know about children's universal rights (United Nations Convention on the Rights of the Child) ✓ Know about the lives of children in other parts of the world ✓ Know that personal choices can affect others locally and globally ✓ Know how to set goals for the year ahead ✓ Understand what fears and worries are ✓ Understand that their own choices result in different consequences and rewards ✓ Understand how democracy and having a voice benefits the school community ✓ Understand how to contribute towards the democratic process
	Celebrating Difference Puzzle	
	<ul style="list-style-type: none"> ✓ Know external forms of support in regard to bullying e.g. Childline ✓ Know that bullying can be direct and indirect ✓ Know what racism is and why it is unacceptable ✓ Know what culture means ✓ Know that differences in culture can sometimes be a source of conflict ✓ Know that rumour-spreading is a form of bullying online and offline ✓ Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> ✓ Know that people can hold power over others individually or in a group ✓ Know that power can play a part in a bullying or conflict situation ✓ Know that there are different perceptions of 'being normal' and where these might come from ✓ Know that difference can be a source of celebration as well as conflict ✓ Know that being different could affect someone's life ✓ Know why some people choose to bully others ✓ Know that people with disabilities can lead amazing lives

	Dreams and Goals Puzzle	
	<ul style="list-style-type: none"> ✓ Know about a range of jobs that are carried out by people I know ✓ Know the types of job they might like to do when they are older ✓ Know that young people from different cultures may have different dreams and goals ✓ Know that they will need money to help them to achieve some of their dreams ✓ Know that different jobs pay more money than others ✓ Know that communicating with someone from a different culture means that they can learn from them and vice versa ✓ Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> ✓ Know their own learning strengths ✓ Know what their classmates like and admire about them ✓ Know a variety of problems that the world is facing ✓ Know some ways in which they could work with others to make the world a better place ✓ Know what the learning steps are they need to take to achieve their goal ✓ Know how to set realistic and challenging goals
	Healthy Me Puzzle	
<ul style="list-style-type: none"> ✓ Know basic emergency procedures, including the recovery position ✓ Know the health risks of smoking ✓ Know how smoking tobacco affects the lungs, liver and heart ✓ Know how to get help in emergency situations ✓ Know that the media, social media and celebrity culture promotes certain body types ✓ Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure ✓ Know some of the risks linked to misusing alcohol, including antisocial behaviour ✓ Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> ✓ Know how to take responsibility for their own health ✓ Know what it means to be emotionally well ✓ Know how to make choices that benefit their own health and well-being ✓ Know about different types of drugs and their uses ✓ Know how these different types of drugs can affect people's bodies, especially their liver and heart ✓ Know that stress can be triggered by a range of things ✓ Know that being stressed can cause drug and alcohol misuse ✓ Know that some people can be exploited and made to do things that are against the law ✓ Know why some people join gangs and the risk that this can involve 	
Relationships Puzzle		
<ul style="list-style-type: none"> ✓ Know that there are rights and responsibilities in an online community or social network ✓ Know that there are rights and responsibilities when playing a game online ✓ Know that too much screen time isn't healthy ✓ Know how to stay safe when using technology to communicate with friends ✓ Know that a personality is made up of many different characteristics, qualities and attributes ✓ Know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> ✓ Know that it is important to take care of their own mental health ✓ Know ways that they can take care of their own mental health ✓ Know the stages of grief and that there are different types of loss that cause people to grieve ✓ Know that sometimes people can try to gain power or control them ✓ Know some of the dangers of being 'online' ✓ Know how to use technology safely and positively to communicate with their friends and family 	
Changing Me Puzzle		
<ul style="list-style-type: none"> ✓ Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally ✓ Know that sexual intercourse can lead to conception ✓ Know that some people need help to conceive and might use IVF ✓ Know that becoming a teenager involves various changes and also brings growing responsibility ✓ Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> ✓ Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally ✓ Know how a baby develops from conception through the nine months of pregnancy and how it is born ✓ Know how being physically attracted to someone changes the nature of the relationship ✓ Know the importance of self-esteem and what they can do to develop it ✓ Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class 	

<p style="text-align: center;">Vocabulary</p>	<p>Being me in my world Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p> <p>Celebrating Difference Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p> <p>Dreams and Goals Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p> <p>Healthy Me Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p> <p>Relationships P Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p> <p>Changing Me Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	<p>Being me in my world Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p> <p>Celebrating Difference Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights</p> <p>Dreams and Goals Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p> <p>Healthy Me Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p> <p>Relationships P Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p> <p>Changing Me Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>
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