

<b>Knowledge Progression</b> <b>Map Year 1</b>	Statutory Guidance For Relationships Education, RSE and Health Education (2020)	<b>REMEMBER</b> <b>(prior Knowledge)</b>	<b>KNOW</b> <b>(new knowledge)</b>
<b>Being me in my World</b>	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<ul style="list-style-type: none"> <li>• Know they have a right to learn and play, safely and happily</li> <li>• Know that some people are different from themselves</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know special things about themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that being kind is good</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: I know how to use my Jigsaw Journal</li> <li>• Week 2: Know their own rights and responsibilities as a member of their classroom</li> <li>• Week 3: Know the rights and responsibilities for being a member of my class</li> <li>• Week 4: Know that their choices have consequences</li> <li>• Week 5: Know that their views are important</li> <li>• Week 6: Know the rights and responsibilities of a member of a class</li> </ul>
<b>Celebrating difference</b>	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R11) how to know who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to</p>	<ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: I can identify differences between people in my class</li> <li>• Week 2: I can identify differences between people in my class</li> <li>• Week 3: Know what bullying means</li> <li>• Week 4: Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Week 5: Know that people are</li> </ul>

	<p>manage these situations and how to seek help or advice from others, if needed</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>	<ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> </ul>	<p>unique and that it is OK to be different. Know how to make new friends.</p> <ul style="list-style-type: none"> <li>• Week 6: Tell you some ways that they are different from their friend</li> </ul>
<b>Dreams and Goals</b>	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Know how to set simple goals</li> <li>• Week 2: Know how to set a goal and work out a way of how to achieve it.</li> <li>• Week 3: Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Week 4: I can tackle a new challenge and know this might stretch my learning</li> <li>• Week 5: Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>• Week 6: I can tell you how I felt when I succeeded in a new challenge and how I celebrated.</li> </ul>

	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		
<b>Healthy Me</b>	<p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<ul style="list-style-type: none"> <li>• Know what the word ‘healthy’ means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> <li>• Know when and how to wash their hands properly</li> <li>• Know how to say no to strangers</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know what to do if they get lost</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Know the difference between being healthy and unhealthy and Know some ways to keep healthy</li> <li>• Week 2: Know how to make healthy lifestyle choices</li> <li>• Week 3: Know how to keep themselves clean and healthy and that germs cause disease/illness. Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Week 4: Know that medicines can help them if they feel poorly and how to use them safely.</li> <li>• Week 5: Know how to keep safe when crossing the road and about people that can keep me safe.</li> <li>• Week 6: I can tell you how I think my body is amazing and identify some ways to keep it safe and healthy.</li> </ul>
<b>Relationships</b>	<p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences</p>	<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendships</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Identify members of my family and know that everyone’s family is different.</li> <li>• Week 2: Can tell you what being a good friend means to me.</li> <li>• Week 3: Know appropriate ways of physical contacts to greet my friends and know which ways I prefer.</li> </ul>

	<p>and know that other children's families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>	<p>taken back and they can hurt</p> <ul style="list-style-type: none"> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4: Know who can help me in my school community.</li> <li>• Week 5: Know qualities as a person and a friend.</li> <li>• Week 6: Tell you why I appreciate someone special to me and know that families are founded on belonging, love and care.</li> </ul>
Changing me	<p>(R6) how to know if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R29) how to know and report feelings of being unsafe or feeling bad about any adult</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Know that animals including humans have a life cycle</li> <li>• Week 2: I can tell you some things about me that have changed and some things that have stayed the same.</li> <li>• Week 3: Know that changes happen when we grow up and how we have changed since we were a baby.</li> <li>• Week 4: Identify the parts of the body that make boys different from girls and use the correct names for these: penis, testicles, vagina, vulva, anus.</li> <li>• Week 5: Know that every time I learn something new I change a little bit.</li> </ul>

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