



**‘Goodness and Mercy’ Progression Outcomes
Statements
(Relationships Education)
mapped to Jigsaw, the mindful approach to PSHE**



This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with ‘Goodness and Mercy’ It takes the Progression Outcomes Statements from the Diocese of Bristol ‘Goodness and Mercy’ programme and gives examples of where this topic is evident within primary and secondary Jigsaw PSHE.

As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. For detail of how Jigsaw, the mindful approach to PSHE, fully meets the DfE Statutory RSHE Guidance in lesson-by-lesson detail, please see our Jigsaw mapping documents.

The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher’s discretion.

Strand	Key Stage 1	Where covered in Jigsaw Piece = Lesson	Key Stage 2	Where covered in Jigsaw Piece = Lesson
Family	<ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. 	<p>Year 1, Relationships, Pieces 1, 4 and 6</p> <p>Year 2, Relationships, Pieces 1, 5 and 6</p>	<ul style="list-style-type: none"> • Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. 	<p>Year 3, Celebrating Difference, Piece 1, Relationships, Piece 1 Changing Me, Piece 5</p> <p>Year 4, Relationships, Piece 6.</p>
Friendship	<ul style="list-style-type: none"> • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone 	<p>Year 1, Relationships, Pieces 2, 5 and 6</p>	<ul style="list-style-type: none"> • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others 	<p>Year 3, Relationships, Pieces 2, 6</p>

	<p>who is a friend in a way that they will like.</p> <ul style="list-style-type: none"> • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what you can do if you fall out with your friend. 	<p>Year 2, Relationships: Pieces</p>	<p>might leave out and to make efforts to understand and enjoy people who are different to them.</p> <ul style="list-style-type: none"> • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. 	<p>Year 4, Celebrating Difference: Pieces 1 and 2 Healthy Me, Pieces 1, 2 and 5 Relationships, Pieces 1 and 4</p>
<p>Relationships and Marriage</p>			<ul style="list-style-type: none"> • Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. • Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE) 	<p>Year 5, Relationships, Pieces 4 and 5.</p> <p>Year 6, Changing Me, Piece 4</p>
<p>Anti-bullying</p>	<ul style="list-style-type: none"> • Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. 	<p>Year 1, Celebrating Difference, Pieces 3 and 4</p> <p>Year 2, Celebrating Difference, Pieces 3 and 4</p>	<ul style="list-style-type: none"> • Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. 	<p>Year 3, Celebrating Difference, Pieces 3,4, and 5</p> <p>Year 4, Celebrating Difference, Pieces 3 and 4</p> <p>Year 5, Celebrating Difference, Pieces</p>

			<ul style="list-style-type: none"> Pupils can explain how to report bullying and support someone who has suffered unkindness. 	<p>1, 2, 3 and 4 Relationships, Piece 2 (safety in online communities).</p> <p>Year 6, Celebrating Difference, Pieces 1, 2, 3, 4 and 6.</p>
Making good boundaries	<ul style="list-style-type: none"> Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. Pupils can identify what is safe and unsafe touching. Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe. 	<p>Year 1, Relationships, Piece 3</p> <p>Year 2, Relationships, Pieces 2 and 4</p>	<ul style="list-style-type: none"> Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. Pupils can explain what a bad secret is like and how to get help. 	<p>Year 3, Relationships, Piece 3</p> <p>Year 4, Healthy Me, Piece 5 (peer pressure) Relationships, Piece 5:</p> <p>Year 6, Relationships, Piece 4 (recognising when others are trying to take power and control).</p>