

PSHE Progression of Skills

Personal, Social, Health and Economic education

OUR VISION FOR TREWIRGIE INFANTS' SCHOOL

'We care, we help, we succeed'



OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

At Trewirgie Infants' & Nursery School, PSHE lessons are delivered mindfully by skilled staff and thoughtfully resourced to support each individual child's emotional and mental wellbeing. It follows the JIGSAW whole school approach, which aims to support children to learn well, be healthy, happy and to build resilience to cope in the ever changing world around them. Keeping the needs of our children and families at the heart of our school, this approach meets the need of our locality and enables us as a school to put our children at the forefront of what we do.

We want each child to be able to recognise their thoughts and feelings have the tools to self-regulate and build good self-esteem. As a result, they will become good listeners, have empathy for others and be articulate in communicating their needs.



Curriculum statement

| INTENT (curriculum design, coverage and appropriateness) | IMPLEMENTATION (curriculum delivery, teaching and assessment) | IMPACT (attainment and progress) |
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| <p>At Trewirgie Infants' & Nursery School, we recognise the importance of knowing our children recognising their differences and celebrating individuality. Our approach to teaching PHSE helps "prepare pupils for the opportunities, responsibilities and experiences of adult life." This enables us as a school "to promote the spiritual, moral, social, cultural (SMSC), mental and physical development of pupils, at school and in society." (DfE)</p> <p>At Trewirgie, we have chosen to adopt the Jigsaw programme as its values align with ours. "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world." Within our lessons and throughout the school, we place a "strong emphasis on emotional literacy, building resilience and nurturing mental and physical health and will include aspects of mindfulness".</p> | <p>The principles of Jigsaw are embedded within our school and threaded through our curriculum and school day with regular opportunities for practising mindfulness included.</p> <p>Where possible, our PSHE topics are linked to other cross curricular areas, but children are made aware when they are learning aspects of PSHE and how it is in everything we do.</p> <p>Puzzles (units of work) are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.</p> <p>Every Piece has two Learning Intentions, <i>one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green)</i>.</p> <p>Formative self-assessment is used throughout lessons and a summative assessment is carried out at the end of each topic. This enables teachers and leaders to see what children know and what they have learnt. Progression and coverage are monitored closely to ensure continuation from EYFS to Year Two.</p> <p>PSHE Leader to ensure the quality of teaching throughout the school, using regular book looks and learning walks to check coverage and progression. Resources are checked to ensure they are suitable, appropriate and useful.</p> | <p>Children will recognise that they belong to our school community and a wider community. They will become active members of our school community, valuing and being valued as individuals. Children will become more emotionally aware and resilient and have a greater understanding of who they are and their place in the world. They will have the vocabulary to begin to communicate this and discuss their feelings and recognise their emotions. Children can apply these communication skills to all aspects of their life. Our children will be equipped with the skills to enable them to adapt, grow and be active citizens within an ever changing world. They will be able to apply strategies to look after their mental health and wellbeing.</p> |

Personal, Social and Emotional Development (PSED) is a Prime Area within the EYFS.

Prime areas are fundamental, work together, and run through and support development in all other areas of learning

| | EYFS - Jigsaw Jenie | YEAR 1 - Jigsaw Jack | YEAR 2 - Jigsaw Jo |
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| Autumn | <p>Being Me in My World Looking at self-identity and understanding feelings. Knowing rights and responsibilities and being in a classroom.</p> <p>Celebrating Differences Identifying own talents and being special. Making friends, standing up for yourself and knowing where you live and how your family works.</p> | <p>Being Me in My World Building on EYFS to understand rewards and consequences, feeling proud and recognising being special.</p> <p>Celebrating Differences Building on EYFS to understand how people can be similar or different and to celebrate those differences. How to deal with bullying.</p> | <p>Being Me in My World Building on Year 1 to look at hopes and fears and making appropriate choices. Valuing own contributions and the contributions of others.</p> <p>Celebrating Differences Building upon Year 1 to understand stereotypes of gender and look at diversity. Being brave to stand up for others and maintaining friendships.</p> |
| Spring | <p>Dreams and Goals To be resilient to tackle challenges, persevere to overcome obstacles and seek help in order to achieve own goals.</p> <p>Healthy Me To understand why we need to exercise, eat healthy food and have enough sleep as well as understanding the importance of keeping clean and safe.</p> | <p>Dreams and Goals Building on EYFS to identify own success and achievements, whilst still celebrating others achievements. Setting own goals to tackle challenges and overcome obstacles.</p> <p>Healthy Me Building on EYFS to understand how to keep yourself healthy including understanding how to be safe with medicines and household items that could be dangerous and how to keep safe on and near the roads.</p> | <p>Dreams and Goals Building on Year 1 to focus on building group co-operation, learning with and from others, to share success.</p> <p>Healthy Me Building on Year 1 to understand how to motivate and relax yourself as well as understanding the importance of nutrition in your healthy eating choices.</p> |
| Summer | <p>Relationships To understand family relationships and friendships and to begin to develop ways of being a good friend and dealing with breaking friendships. To understand bullying and how to deal with this.</p> <p>Changing Me To understand our bodies and how we grow and change as well as knowing the importance of respecting our bodies.</p> | <p>Relationships Building on EYFS to understand what it is to belong to a family and the qualities in us and others that make us a good friend and a good person. To be able to acknowledge your own qualities and how to be a good friend to yourself as well as others. To be able to identify physical contacts that we like or don't like and know who we can talk to if we need help.</p> <p>Changing Me Building on EYFS to understand the lifecycles of animals and humans as well as understanding the differences between the male and female body. To develop skills to cope with change and deal with transitions.</p> | <p>Relationships Building on Year 1 to understand that there are many different types of families and to be able to express appreciation for special relationships. To be able to develop understanding of secrets, trust, appreciation and understand and begin to know how to deal with conflicts.</p> <p>Changing Me Building on Year 1 to understand the increasing independence that comes with growing up and to build independence and assertiveness in preparation for transition.</p> |

EYFS

ASPECT: Making Relationships

ELG * I can play co-operatively, taking turns with others.

* I can take account of other's ideas about how to organise my activity.

* I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

ELG * I can be confident to try new activities, and say why I like some activities more than others.

* I can be confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities.

* I can say when I do or don't need help.

Managing feelings and behaviour

ELG * I can talk about how I and others show feelings.

* I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

* I can work as part of a group or class, and understand and follow the rules.

* I can adjust my behaviour to different situations, and take changes of routine in my stride.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class/setting, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We show we care by using kind and positive words and listening to each other.
- We show we care by respecting others
- We help each other to learn by taking turns to speak and respecting someone's right to pass if they don't want to.
- We can succeed by trying our best and being willing to have a go.

Puzzle 1 - Being Me in My World

| EYFS | YEAR 1 | YEAR 2 |
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| <p><u>Managing feelings and behaviour</u> ELG * I can talk about how I and others show feelings. * I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. * I can work as part of a group or class, and understand and follow the rules. * I can adjust my behaviour to different situations, and take changes of routine in my stride.</p> | <p>* I can explain why my class is a happy and safe place to learn. * I can give different examples where I or others make my class happy and safe.</p> | <p>* I can explain why my behaviour can impact on other people in my class. * I can compare my own and my friends' choices and can express why some choices are better than others.</p> |
| <p>Piece 1: <u>Intent</u>: I can understand how it feels to belong and that we are similar and different. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> <p>Piece 2: <u>Intent</u>: I can start to recognise and manage my feelings. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> <p>Piece 3: <u>Intent</u>: I can enjoy working with others to make school a good place to be. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> <p>Piece 4: <u>Intent</u>: I can understand why it is good to be kind and use gentle hands. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> | <p>Piece 1: <u>Builds on</u>: YR <u>Intent</u>: I can show I know how to use my Jigsaw Journal. I can show I feel special and safe in my class. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> <p>Piece 2: <u>Builds on</u>: YR <u>Intent</u>: I can understand the rights and responsibilities as a member of my class. I can show I know that I belong to my class. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> <p>Piece 3: <u>Builds on</u>: YR work and Piece 2 work. <u>Intent</u>: I can understand the rights and responsibilities of being a member of my class. I can show I know how to make my class a safe place for everybody to learn. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> <p>Piece 4: <u>Builds on</u>: YR <u>Intent</u>: I can show I know my views are valued and can contribute to the Learning charter. I can recognise how it feels to be proud of an achievement. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder.</p> | <p>Piece 1: <u>Builds on</u>: Y1 <u>Intent</u>: I can identify some of my hope and fears for this year and I know how to use my JIGSAW journal. I can recognise when I feel worried and know how to ask for help. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> <p>Piece 2: <u>Builds on</u>: Y1 <u>Intent</u>: I can understand the rights and responsibilities of being a member of my class and school. I know how to help myself and others feel like we belong <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> <p>Piece 3: <u>Builds on</u>: Y1 <u>Intent</u>: I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> <p>Piece 4: <u>Builds on</u>: Y1 and Piece 3 work. <u>Intent</u>: I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder.</p> |

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| <p>Piece 5: Intent: I can start to understand children's rights and this means we should all be allowed to learn and play. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I can start to learn what being responsible means. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Future Learning: Each area will continue to be developed in Y2. Piece 5: Builds on: YR Intent: I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Future Learning: Each area will continue to be developed in KS2. Piece 5: Builds on: Y1 Intent: I can understand how following the learning charter will help me and others to learn. I can work cooperatively. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can recognise the choices I make and understand the consequences. I can follow the Learning Charter. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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Celebrating Difference

| EYFS | YEAR 1 | YEAR 2 |
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| <p><u>Self-confidence and self-awareness</u> ELG * I can be confident to try new activities, and say why I like some activities more than others. * I can be confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities. * I can say when I do or don't need help.</p> | <p>* I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. * I can explain what bullying is and how being bullied might make somebody feel.</p> | <p>* I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. * I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> |
| <p>Piece 1: <u>Intent:</u> I can identify something I am good at and understand that everyone is good at different things. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y1.</p> <p>Piece 2: <u>Intent:</u> I understand that being different makes us all special. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y1.</p> <p>Piece 3: <u>Intent:</u> I know we are all different but the same in some ways. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y1.</p> | <p>Piece 1: <u>Builds on:</u> YR <u>Intent:</u> I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y2.</p> <p>Piece 2: <u>Builds on:</u> YR <u>Intent:</u> I can identify differences between people in my class. I can tell you some ways I am different from my friends. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y2.</p> <p>Piece 3: <u>Builds on:</u> YR <u>Intent:</u> I can tell you what bullying is. I can understand how being bullied might feel. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in Y2.</p> | <p>Piece 1: <u>Builds on:</u> Y1 <u>Intent:</u> I can begin to understand that sometimes people make assumptions about boys and girls (stereotypes). I can understand some ways in which boys and girls are similar and feel good about this. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in KS2.</p> <p>Piece 2: <u>Builds on:</u> Y1 <u>Intent:</u> I can start to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is ok. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in KS2.</p> <p>Piece 3: <u>Builds on:</u> Y1 <u>Intent:</u> I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. <u>Implementation:</u> See Jigsaw lesson plan in appropriate folder. <u>Future Learning:</u> Each area will continue to be developed in KS2.</p> |

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| <p>Piece 4: Intent: I can tell you why I think my home is special to me. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 5: Intent: I can tell you how to be a kind friend. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I know which words to use to stand up for myself when someone says or does something unkind. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 4: Builds on: YR Intent: I can show I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 5: Builds on: YR Intent: I can show I know how to make friends. I can show I know how it feels to make a new friend. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can tell you some ways I am different from my friends. I can understand these differences make us all special and unique. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 4: Builds on: Y1 Intent: I can recognise what is right and wrong and know how to look after myself. I can show that I know when and how to stand up for myself and others if I am being bullied. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 5: Builds on: Y1 Intent: I can understand that it is OK to be different from other people and to be friends with them. I can understand that we shouldn't judge people if they are different from us. I can show that I know how it feels to be a friend and have a friend Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can tell you some ways I am different from my friends. I can understand these differences make us all special and unique Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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Dreams and Goals

| EYFS | YEAR 1 | YEAR 2 |
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| <p>Active Learning</p> <ul style="list-style-type: none"> * I can maintain focus on my activity for a period of time. * I can show high levels of energy and fascination. * I can make sure I am not easily distracted. * I can pay attention to details. * I can persist with an activity when challenges occur. * I can show a belief that more effort or a different approach will pay off. * I can bounce back after difficulties. * I can show satisfaction in meeting my own goals. * I can be proud of how I accomplished something - not just the end result. * I can enjoy meeting challenges for their own sake rather than external rewards or praise. | <ul style="list-style-type: none"> * I can explain how I feel when I am successful and how this can be celebrated positively. * I can say why my internal treasure chest is an important place to store positive feelings. | <ul style="list-style-type: none"> * I can explain how I played my part in a group and the parts other people played to create an end product. * I can explain how our skills complemented each other. * I can explain how it felt to be part of a group and can identify a range of feelings about group work. |
| <p>Piece 1: Intent: I understand that if I persevere I can tackle challenges. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 2: Intent: I can tell you about a time I didn't give up until I achieved my goal. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 3: Intent: I can set goals and work towards it. ELG 05- D5[c], D6[f] Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 1: Builds on: YR Intent: I can set simple goals. I can tell you about things I do well. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 2: Builds on: YR Intent: I can set a goal and work out how to achieve it. I can tell you how I learn best. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 3: Builds on: YR Intent: I can understand how to work well with a partner. I can celebrate achievement with my partner. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 1: Builds on: Y1 Intent: I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and day how it make me feel. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 2: Builds on: Y1 Intent: I can persevere even when I find tasks difficult. I can tell you some of my strengths as a learner Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 3: Builds on: Y1 Intent: I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can understand how working with other people can help me to learn Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |

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| <p>Piece 4: Intent: I can use kind words to encourage people. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 5: Intent: I understand the link between what I learn now and the jobs I might like to do when I am older. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I can say how I feel when I achieve a goal and now what it means to feel proud. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 4: Builds on: YR Intent: I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 5: Builds on: YR Intent: I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I can show I know how I feel when I see obstacles and how I feel when I overcome them. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I can show I know how to store feelings of success in my internal treasure chest. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 4 and 5: Builds on: Y1 Intent: I can work cooperatively in a group to create an end product. I can explain some of the ways I worked cooperatively in my group to create the end product. I can work with other people to solve problems. I can express how it felt to be working as part of a group. Implementation: See Jigsaw lesson plan in appropriate folder. Year 2 as a school to work towards organising, planning, stocking and advertising a fayre. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can show I know how to share success with other people. I can show I know contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud). Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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Healthy Me

| EYFS | YEAR 1 | YEAR 2 |
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| <p>Health & Self-Care ELG * I can recognise the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. * I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>* I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. * I can give examples of when being healthy can help me feel happy.</p> | <p>* I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. * I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> |
| <p>Piece 1: Intent: I understand that I need to exercise to keep my body healthy. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 2: Intent: I know which foods are healthy and not so healthy and can make healthy eating choices. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 3: Intent: I know what the word 'healthy' means and that some foods are healthier than others. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 1: Builds on: YR Intent: I can understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I can show I feel good about myself when I make healthy choices. Implementation: See Jigsaw lesson plan in appropriate folder. Future learning: Each area will continue to be developed in Y2.</p> <p>Piece 2: Builds on: YR Intent: I can know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 3: Builds on: YR Intent: I can show I know how to keep myself clean and healthy and understand how germs cause disease/ illness. I can show I know that all household products, including medicines, can be harmful if not used properly. I can recognise that I am special so I keep myself safe. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 1: Builds on: Y1 Intent: I can show I know what I need to keep my body healthy. I can show I am motivated to make healthy lifestyle choices. Implementation: See Jigsaw lesson plan in appropriate folder. Future learning: Each area will continue to be developed in KS2.</p> <p>Piece 2: Builds on: Y1 Intent: I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 3: Builds on: Y1 Intent: I can understand how medicines work in my body and how important it is to use them safely. I can feel positive about caring for my body and keeping it healthy. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |

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| <p>Piece 4: Intent: I know how to help myself go to sleep and understand why sleep is good for me. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 5: Intent: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I know what a stranger is and how to stay safe if a stranger approaches me. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 4: Builds on: YR Intent: I can understand that medicines can help me if I feel poorly and I know how to use them safely. I can show I know some ways to help myself when I feel poorly. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 5: Builds on: YR Intent: I can show I know how to keep safe when crossing the road and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can tell you why I think my body is amazing and can identify some ways to keep safe and healthy. I can recognise how being healthy helps me to feel happy. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 4: Builds on: Y1 Intent: I can sort foods in the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 5: Builds on: Y1 Intent: I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can decide which foods to eat to give my body energy. I can show I have a healthy relationship with food and know which foods are most nutritious for my body. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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Relationships

| EYFS | YEAR 1 | YEAR 2 |
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| <p><u>Making Relationships</u> ELG * I can play co-operatively, taking turns with others. * I can take account of other's ideas about how to organise my activity. * I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <p>* I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. * I can also explain how my qualities help these relationships. * I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> | <p>* I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. * I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> |
| <p>Piece 1: <u>Intent</u>: I can identify some of the jobs I do in my family. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> <p>Piece 2: <u>Intent</u>: I know how to make friends to stop myself from feeling lonely. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> <p>Piece 3: <u>Intent</u>: I can think of ways to solve problems and stay friends. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y1.</p> | <p>Piece 1: <u>Builds on</u>: YR <u>Intent</u>: I can identify the members of my family and understand that there are lots of different types of families. I can show I know how it feels to belong to a family and care about the people who are important to me. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> <p>Piece 2: <u>Builds on</u>: YR <u>Intent</u>: I can identify what being a good friend means to me. I can show I know how to make a new friend. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> <p>Piece 3: <u>Builds on</u>: YR <u>Intent</u>: I can show I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I recognise which forms of physical contact are acceptable and unacceptable to me. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in Y2.</p> | <p>Piece 1: <u>Builds on</u>: Y1 <u>Intent</u>: I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I can accept that everyone's family is different and understand that most people value their family. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> <p>Piece 2: <u>Builds on</u>: Y1 <u>Intent</u>: I can understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can show I know which types of physical contact I like and don't like and be able to talk about this. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> <p>Piece 3: <u>Builds on</u>: Y1 <u>Intent</u>: I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive-problem solving technique to resolve conflicts with my friends. <u>Implementation</u>: See Jigsaw lesson plan in appropriate folder. <u>Future Learning</u>: Each area will continue to be developed in KS2.</p> |

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| <p>Piece 4: Intent: I am starting to understand the impact of unkind words. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 5: Intent: I can use Calm Time to manage my feelings. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I know how to be a good friend. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 4: Builds on: YR Intent: I can show I know who can help me in my school community. I can show I know when I need help and know how to ask for it. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 5: Builds on: YR Intent: I can recognise my qualities as a person and a friend. I can show I know ways to praise myself. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can tell you why I appreciate someone who is special to me. I can express how I feel about them. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 4: Builds on: Y1 Intent: I can understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can show I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 5: Builds on: Y1 Intent: I can recognise and appreciate people who can help me in my family, my school and my community. I can understand how it feels to trust someone. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can express my appreciation for the people in my special relationships. I can be comfortable accepting appreciation from others. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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Changing Me

CHANGING ME - LH to match up with Science

| EYFS | YEAR 1 | YEAR 2 |
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| <p><u>People & Communities</u> ELG * I can recognise similarities and differences between myself and others.</p> <p><u>Health & Self-Care</u> ELG * I can recognise the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><u>Managing feelings and behaviour</u> ELG * I can talk about how I and others show feelings. * I can adjust my behaviour to different situations, and take changes of routine in my stride.</p> | <p>* I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>* I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>* I can explain why some changes I might experience might feel better than others.</p> | <p>* I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>* I can explain why some types of touches feel OK and others don't.</p> <p>* I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> |
| <p>Piece 1: Intent: I can name parts of the body. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 2: Intent: I can tell you some of the things I can do and foods I can eat to be healthy Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 3: Intent: I understand that we all grow from babies to adults. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 1: Builds on: YR Intent: I can start to understand the life cycles of animals and humans. I can understand that changes happen as we grow. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 2: Builds on: YR Intent: I can tell you some things about me that have changed and some things about me that have stayed the same. I can show that I know that changes are OK and that sometimes they will happen whether I want them to or not. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 3: Builds on: YR Intent: I can show I know how my body has changed since I was a baby. I can understand that growing up is natural and that everybody grows at different rates. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 1: Builds on: Y1 Intent: I can recognise cycles of life in nature. I can understand there are some changes that are outside my control and I can recognise how I feel about this. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 2: Builds on: Y1 Intent: I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 3: Builds on: Y1 Intent: I can recognise how my body changed since I was a baby and where I am now on the continuum from young to old. I can feel proud about becoming more independent. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |

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| <p>Piece 4: Intent: I can express how I feel about moving to Year 1. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 5: Intent: I can talk about how I feel about my worries and/ or things I am looking forward to about being in Year 1. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> <p>Piece 6: Intent: I can share my memories of the best bits of this year in Reception. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y1.</p> | <p>Piece 4: Builds on: YR Intent: I can identify the parts of the body that make boys different to girls and use the correct names for these. I can respect my body and understand which parts are private. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 5: Builds on: YR Intent: I can understand that every time I learn something new I change a little bit. I can enjoy learning new things. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> <p>Piece 6: Builds on: YR Intent: I can tell you about changes that have happened in my life. I can show I know some ways to cope with changes. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in Y2.</p> | <p>Piece 4: Builds on: Y1 Intent: I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like and don't like about being a boy/ girl. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 5: Builds on: Y1 Intent: I can understand there are different types of touch and tell you which ones I like and don't like. I can be confident to say what I like and don't like and ask for help. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> <p>Piece 6: Builds on: Y1 Intent: I can identify what I am looking forward to when I move to my next school. I can start thinking about changes I will make in my next year in my new school and know how to go about this. Implementation: See Jigsaw lesson plan in appropriate folder. Future Learning: Each area will continue to be developed in KS2.</p> |
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