



+Subject Area: PSHE

Note: As of September 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education will be a mandatory part of the Curriculum (Department for Education, 2020). At St Clement's & St John's CE Infant School, PSHE including RSE, is taught through the scheme of Jigsaw.



Curriculum drivers: The curriculum is underpinned by the school's **Curriculum Driver**: Communication alongside our school values: Confidence, Compassion, Creativity and Curiosity. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

EYFS

PSHE Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from;

Communication and Language (C&L)

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development (PSED)

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Physical Development (PD)

Gross and fine motor experiences development incrementally through early childhood. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Children should be provided with opportunities to develop their core strength, stability, balance spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities. Additionally, opportunities to explore small world activities, puzzles, arts and craft will allow children to develop proficiency, control and confidence.

Understanding the World (UTW)

Children develop an understanding of the world through guidance in making sense of their physical world and their community. Children will learn through their own personal experiences and by listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. These opportunities will also enrich and widen the children's vocabulary and support the development of early literacy skills.

KS1 National Curriculum Aims (End of Key Stage expectations)

During key stages 1 (and 2), PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. It builds on the skills that pupils begin to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships; greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes of growing up; introduces them to a wider world and enables them to begin to make an active contribution to their communities (PSHE association 2020). This happens through the following core themes of learning;

- **Health and Wellbeing Education** (physical wellbeing, healthy lifestyles; mental health; growing and changing; keeping safe and drugs, alcohol and tobacco)
- **Relationship Education** (families and positive relationships; friendships; bullying; safe relationships and respecting self and others)
- **Living in the Wider World** (shared responsibilities; communities; media literacy and digital resilience and economic wellbeing including money)

Children within EYFS and KS1 will develop their Personal, Social, Health and Economic Skills, including statutory Health and Relationship Education through the following Jigsaw units;

Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters.

Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Dreams and Goals - Includes goal-setting, aspirations for yourself and the world and working together.

Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Changing Me - This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Red Objectives are also core science objectives. Evidence within Science books.

	EYFS	Year 1	Year 2
Being Me in my World	<p>Jigsaw: Being Me in My World</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Understand how it feels to belong and that we are similar and different - Start to recognise and manage their feelings - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Start to understand children's rights which means we should all be allowed to learn and play - Know what being responsible means <p>PSED Autumn 1:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Select and use activities and resources (with help when needed.) - Be independent in meeting their own care needs e.g. using the toilet, washing and drying their hands, getting a drink when they are thirsty. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. CONFIDENCE COMMUNICATION - Recognise when someone is happy, sad, angry or worried. COMPASSION - Be considerate towards others' feelings COMPASSION - Understand we have similar and different likes - Understand that some people are different from them. COMPASSION - Learn and play safely. - Say "stop, I don't like it" as a strategy to resolve conflicts <p>Key Vocabulary: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Sad, Excited, Worried, Sharing, Taking Turns.</p>	<p>Jigsaw: Being Me in My World</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Feel special and safe in their class CONFIDENCE - Understand the rights and responsibilities as a member of their class - Know that they belong to their class - Know how to make their class a safe place for everybody to learn CONFIDENCE COMPASSION - Know their views are valued and can contribute to the Learning Charter - Recognise how it feels to be proud of an achievement - Recognise the choices they make and understand the consequences - Recognise the range of feelings when they face certain consequences - Understand their rights and responsibilities within our Learning Charter - Understand their choices in following the Learning Charter <p>Key Vocabulary: Safe, Special, Calm, Belonging, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>	<p>Jigsaw: Being Me in My World</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify some of their hopes and fears for this year - Recognise when they feel worried and know who to ask for help CONFIDENCE COMMUNICATION - Understand the rights and responsibilities for being a member of their class and school - Listen to other people and contribute their own ideas about rewards and consequences - Help make their class a safe and fair place - Understand how following the Learning Charter will help them and others learn COMPASSION COMMUNICATION - Work cooperatively - Recognise the choices they make and understand the consequences - Follow the Learning Charter COMPASSION CONFIDENCE <p>Key Vocabulary: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Learning Charter, Problem-solving</p>

Celebrating Differences	<p style="text-align: center;">Jigsaw Celebrating Differences:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify something they are good at and understand everyone is good at different things CONFIDENCE COMMUNICATION COMPASSION - Understand that being different makes us all special - Know we are all different but the same in some ways - Say why their home is special to them - Say how to be a kind friend - Know which words to use to stand up for themselves when someone says or does something unkind <p style="text-align: center;">PSED Autumn 2:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Follow rules, understanding why they are important. CONFIDENCE - Understand people can be good at different things. COMPASSION - Talk about something they are good at. CONFIDENCE - Identify ways that they are different to their friend or others in their class. COMMUNICATION CURIOSITY - Learn that to be a good friend, they need to be kind. - Know appropriate ways of being assertive in their play. - Say "stop, I don't like it" as a strategy to resolve conflicts COMMUNICATION - Reflect on a conflict - Talk about members of their immediate family <p>Key Vocabulary: Special, Proud, Friends, Kind, Same, Frightened, Family.</p>	<p style="text-align: center;">Jigsaw Celebrating Differences:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify similarities between people in their class COMPASSION CURIOSITY - Tell you some ways in which they are the same as their friends - Identify differences between people in their class COMPASSION CURIOSITY - Tell you some ways they are different from their friends - Tell you what bullying is CONFIDENCE COMMUNICATION - Understand how being bullied might feel COMPASSION - Know some people who they could talk to if they were feeling unhappy or being bullied CONFIDENCE COMMUNICATION - Be kind to children who are bullied - Know how to make new friends - Know how it feels to make a new friend - Understand these differences make us all special and unique <p>Key Vocabulary: Similarity, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Unique</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Note: Internet Safety is taught within the computing curriculum; however, examples and scenarios of cyberbullying will be drawn upon during this unit in order to teach strategies of dealing with bullying.</p> </div>	<p style="text-align: center;">Jigsaw Celebrating Differences:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Start to understand that sometimes people make assumptions about boys and girls (stereotypes) - Understand some ways in which boys and girls are similar and feel good about this - Understand some ways in which boys and girls are different and accept that this is OK - Understand that bullying is sometimes about difference COMPASSION - Tell you how someone who is bullied feels - Be kind to children who are bullied - Recognise what is right and wrong and know how to look after themselves - Know when and how to stand up for themselves and others - Know how to get help if they are being bullied - Understand that it is OK to be different from other people and to be friends with them COMPASSION - Understand we shouldn't judge people if they are different - Know how it feels to be a friend and have a friend COMPASSION - Tell you some ways they are different from their friends COMMUNICATION - Understand these differences make us all special and unique <p>Key Vocabulary: Assumptions, Shield, Stereotypes, Boys, Girls, Unkind, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>
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St Clement's & St John's CE Infant School
Skills Progression

<p>Dreams & Goals</p>	<p style="text-align: center;">Jigsaw Dreams & Goals:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Understand that if they persevere they can tackle challenges CONFIDENCE - Say about a time they didn't give up until they achieved their goal - Set a goal and work towards it - Use kind words to encourage people COMMUNICATION COMPASSION - Understand the link between what they learn now and the job they might like to do when they're older - Say how they feel when they achieve a goal and know what it means to feel proud <p style="text-align: center;">PSED Spring 1:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Play with other children extending and elaborating play ideas. - Select food and drink to make healthy choices. - Talk about a time when they were resilient and kept on trying to achieve a goal. - Know a challenge is something they might find a bit hard/tricky. CONFIDENCE <p>Key Vocabulary: Dream, Goal, Challenge, Job, Ambition, Persevere, Achievement, Happy, Kind, Encourage.</p> <p>CONFIDENCE COMPASSION COMMUNICATION CURIOSITY</p>	<p style="text-align: center;">Jigsaw Dreams & Goals:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Set simple goals - Tell you about a thing they do well CONFIDENCE COMMUNICATION - Set a goal and work out how to achieve it - Tell you how they learn best - Understand how to work well with a partner COMMUNICATION COMPASSION - Celebrate achievement with their partner - Tackle a new challenge and understand this might stretch their learning - Identify how they feel when they are faced with a new challenge - Identify obstacles which make it more difficult to achieve their new challenge and work out how to overcome them - Know how they feel when they see obstacles and how they feel when they overcome them - Tell you how they felt when they succeeded in a new challenge and how they celebrated CONFIDENCE COMMUNICATION - Know how to store the feelings of success in their internal treasure chest CONFIDENCE <p>Key Vocabulary: Proud, Success, Achievement, Treasure, Learning, Stepping stones, Process, Dreams, Working together, Team work, Celebrate, Stretchy, Obstacle, Overcome, Achieve, Celebration, Internal treasure chest.</p>	<p style="text-align: center;">Jigsaw Dreams & Goals:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Choose a realistic goal and think about how to achieve it - Tell you things they have achieved and say how that makes them feel CONFIDENCE COMMUNICATION - Carry on trying (persevering) even when they find things difficult CONFIDENCE - Tell you some of their strengths as a learner - Recognise who they work well with and who it is more difficult for them to work with - Tell you how working with other people helps them learn - Work well in a group - Work with others in a group to solve problems - Tell you some ways they worked well with their group CONFIDENCE COMMUNICATION - Tell you how they felt about working in their group CONFIDENCE COMMUNICATION - Know how to share success with other people - Tell you how being part of a successful group feels and store these feelings in their internal treasure chest <p>Key Vocabulary: Realistic, Achievement, Strengths, Difficult, Easy, Learning together, Partner, Team work, Product, Dream bird, Group, Problem-solve, Dream.</p>
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Red Objectives are also core science objectives. Evidence within Science books.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy Me</p>	<p style="text-align: center;">Jigsaw Healthy Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Understand that they need to exercise to keep their body healthy CONFIDENCE - Understand how moving and resting are good for their body CONFIDENCE CURIOSITY - Know which foods are healthy and not so healthy and make healthy eating choices CONFIDENCE CURIOSITY - Know how to help themselves go to sleep and understand why sleep is good for them CURIOSITY - Wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet - Know what a stranger is and how to stay safe if a stranger approaches them <p style="text-align: center;">PSED Spring 2:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Manage their own needs e.g. putting a coat on to go outside if it is raining, getting a drink when they are thirsty CONFIDENCE - Talk about and express their feelings and the feelings of others. - Talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian CONFIDENCE COMMUNICATION - Talk about their bedtime routine. - Talk about the effects of exercise on their body e.g. get hot/sweaty, thirsty - Reflect on a conflict and whether what they did was the right course of action <p>Key Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p style="text-align: center;">Jigsaw Healthy Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy (exercise, sleep, hygiene and eat healthy foods) CURIOSITY - Feel good about themselves when they make healthy choices - Know how to make healthy lifestyle choices - Know how to keep themselves clean and healthy, and understand how germs cause disease/illness - Know that all household products including medicines can be harmful if not used properly - Know that they are special so they keep themselves safe CONFIDENCE - Understand that medicines can help them if they feel poorly and they know how to use them safely - Know some ways to help themselves when they feel poorly - Know how to keep safe when crossing the road, and about people who can help them to stay safe - Recognise when they feel frightened and know who to ask for help - Tell you why they think their body is amazing and identify some ways to keep it safe and healthy CONFIDENCE COMMUNICATION - Recognise how being healthy helps them to feel happy CONFIDENCE COMPASSION <p>Key Vocabulary: Unhealthy, Balanced, Sleep, Choices, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Medicines, Trust, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean.</p>	<p style="text-align: center;">Jigsaw Healthy Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Know what they need to keep their body healthy (exercise, sleep, hygiene and eat healthy foods) - Be motivated to make healthy lifestyle choices - Show or tell you what relaxed means and that they know some things that make them feel relaxed and some that make them feel stressed - Tell you when a feeling is weak and when a feeling is strong - Understand how medicines work in their body and how important it is to use them safely CONFIDENCE CURIOSITY - Feel positive about caring for their body and keeping it healthy CONFIDENCE - Sort foods into the correct food groups and know which foods their body needs every day to keep them healthy CONFIDENCE - Have a healthy relationship with food and know which foods they enjoy the most - Make some healthy snacks and explain why they are good for their body - Express how it feels to share healthy food with their friends - Decide which foods to eat to give their body energy - Have a healthy relationship with food and know which foods are most nutritious for their body CONFIDENCE CURIOSITY <p>Key Vocabulary: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>
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<p>Relationships</p>	<p style="text-align: center;">Jigsaw Relationships:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify some of the jobs they do in their family and how they feel like they belong - Know how to make friends to stop themselves from feeling lonely - Think of ways to solve problems and stay friends - Start to understand the impact of unkind words - Use Calm Me time to manage their feelings - Know how to be a good friend <p style="text-align: center;">PSED Summer 1:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Use Jigsaw's Calm Me to help them when they are feeling angry or upset CONFIDENCE - Recognise how they feel when they are angry, worried, excited CONFIDENCE - Identify reasons why they might feel angry, worried, excited CURIOSITY - Suggest ways to help someone that is lonely. - Talk about the basics of sun safety. - Use words to describe different families - Talk about how their behaviour affects others. <p>Key Vocabulary: Family, Jobs, Relationship, Lonely, Argue, Fall-out, Words, Upset, Excited, Calm me, Breathing</p>	<p style="text-align: center;">Jigsaw Relationships:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify the members of their family and understand that there are lots of different types of families - Know how it feels to belong to a family and care about the people who are important to them COMPASSION - Identify what being a good friend means to them - Know how to make a new friend - Know appropriate ways of physical contact to greet their friends and know which ways I prefer - Recognise which forms of physical contact are acceptable and unacceptable to them CONFIDENCE - Know who can help them in their school community CONFIDENCE CURIOSITY - Know when they need help and know how to ask for it CONFIDENCE COMMUNICATION - Recognise their qualities as a person and a friend CONFIDENCE - Know ways to praise themselves - Tell you why they appreciate someone who is special to them CONFIDENCE COMMUNICATION - Express how they feel about them <p>Key Vocabulary: Family, Belong, Friendship, Qualities, Caring, Sharing, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Appreciate.</p>	<p style="text-align: center;">Jigsaw Relationships:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate - Accept that everyone's family is different and understand that most people value their family - Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not CONFIDENCE - Know which types of physical contact they like and don't like and talk about this CONFIDENCE COMMUNICATION - Identify some of the things that cause conflict with their friends - Demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends CONFIDENCE COMMUNICATION - Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - Know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this - Recognise and appreciate people who can help them in their family, their school and their community CONFIDENCE - Understand how it feels to trust someone - Express their appreciation for the people in their special relationships - Be comfortable accepting appreciation from others <p>Key Vocabulary: Relationship, Important, Cooperate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Frightened, Trustworthy, Honesty, Reliability, Compliments, Positive, Negative.</p>
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Changing Me	<p style="text-align: center;">Jigsaw Changing Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Name parts of the body - Tell you some things they can do and foods they can eat to be healthy - Understand that we all grow from babies to adults - Express how they feel about moving to Year 1 - Talk about their worries and/or the things they are looking forward to about being in Year 1 - Share their memories of the best bits of this year in Reception <p style="text-align: center;">PSED Summer 2:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Learn that talking to others can help them if they are feeling worried CONFIDENCE COMMUNICATION - Talk to an adult if they are feeling worried CONFIDENCE COMMUNICATION - Say how they feel about changing class - Talk about happy memories from the past year in reception - Reflect on a conflict and whether what they did was the right course of action or if there was a better solution. - Talk about members of their immediate family and community CONFIDENCE COMMUNICATION <p>Key Vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p style="text-align: center;">Jigsaw Changing Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Start to understand the life cycles of animals and humans - Understand that changes happen as they grow and that this is OK - Tell you some things about them that have changed and some things about them that have stayed the same CONFIDENCE COMMUNICATION - Know that changes are OK and that sometimes they will happen whether they want them to or not - Tell you how their body has changed since they were a baby CONFIDENCE COMMUNICATION - Understand that growing up is natural and that everybody grows at different rates - Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus CONFIDENCE COMMUNICATION CURIOSITY - Respect their body and understand which parts are private CONFIDENCE CURIOSITY - Understand that every time they learn something new they change a little bit - Enjoy learning new things - Tell you about changes that have happened in their life - Know some ways to cope with changes <p>Key Vocabulary: Changes, Life cycle, Baby, Adulthood, Change, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Coping.</p>	<p style="text-align: center;">Jigsaw Changing Me:</p> <p>Teach children to...</p> <ul style="list-style-type: none"> - Recognise cycles of life in nature - Understand there are some changes that are outside their control and recognise how they feel about this - Tell you about the natural process of growing from young to old and understand that this is not in their control - Identify people they respect who are older than them - Recognise how their body has changed since they were a baby and where they are on the continuum from young to old CONFIDENCE CURIOSITY - Feel proud about becoming more independent - Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of their body are private CONFIDENCE COMMUNICATION CURIOSITY - Tell you what they like/don't like about being a boy/girl CONFIDENCE COMMUNICATION - Understand there are different types of touch and tell you which ones they like and don't like CONFIDENCE COMMUNICATION - Be confident to say what they like and don't like and ask for help CONFIDENCE COMMUNICATION - Identify what they are looking forward to when they move to their next class - Start to think about changes they will make when they are in Year 3 and know how to go about this <p>Key Vocabulary: Grow, Life cycle, Control, Fully- grown, Growing up, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Public, Private, Texture, Cuddle, Hug, Squeeze, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Anxious.</p>
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Topics	Autumn 1	<p>Being Me in my World</p> <p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>	<p>Being Me in my World</p> <p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>Being Me in my World</p> <p>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>
	Autumn 2	<p>Celebrating Difference</p> <p>In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p>Celebrating Difference</p> <p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>	<p>Celebrating Difference</p> <p>In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>
	Spring 1	<p>Dreams and Goals</p> <p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>	<p>Dreams and Goals</p> <p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p>Dreams and Goals</p> <p>In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>

	Spring 2	Healthy Me In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	Healthy Me In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.	Healthy Me In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.
	Summer 1	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Relationships Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.
	Summer 2	Changing Me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Changing Me Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	Changing Me In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

St Clement's & St John's CE Infant School
Skills Progression

Red Objectives are also core science objectives. Evidence within Science books.