

### **National Curriculum**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupil's education. All schools should teach PSHE, drawing on good practice. From 2020, relationship education in primary schools will become compulsory in applicable schools in England. This subject will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

**At Merebrook Infant School, we follow the JIGSAW Scheme of work.**

The scheme is made up of 6 sequential strands (puzzles) which embody the PSHE Association three core themes: **Health & Wellbeing, Relationships and Living in the Wider World.**

Our 6 strands are as follows:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece has two Learning Intentions: one based on specific PSHE learning (**purple**) and one based on emotional literacy and social skills development (**green**). Key objectives are in bold.

Strand	EYFS	Year 1	Year 2
Autumn1 - Being Me in My World	<ul style="list-style-type: none"> <li>Know they have a right to learn and play, safely and happily Identify feelings associated with belonging</li> <li>Know that some people are different from themselves Skills to play co-operatively with others</li> <li>Know that hands can be used kindly and unkindly Be able to consider others' feelings</li> <li>Know special things about themselves Understanding that they are special</li> <li>Know how happiness and sadness can be expressed Identify feelings of happiness and sadness</li> <li>Know that being kind is good Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>Understand their own rights and responsibilities with their classroom Understand that they are safe in their class</li> <li>Understand that their choices have consequences Identifying helpful behaviours to make the class a safe place</li> <li>Understand that their views are important Understand that they have choices</li> <li>Understand the rights and responsibilities of a member of a class Recognise feelings associated with positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of class members Know how to make their class a safe and fair place</li> <li>Know about rewards and consequences and that these stem from choices Show good listening skills</li> <li>Know that it is important to listen to other people Be able to work co-operatively</li> <li>Understand that their own views are valuable Recognise own feelings and know when and where to get help</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> <li>Identifying hopes and fears for the year ahead Recognise the feeling of being worried</li> </ul>

<p><b>Autumn 2 - Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry Recognise emotions when they or someone else is upset, frightened or angry</li> <li>• Know why having friends is important Identify and use skills to make a friend</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same as' to be a friend Identify some ways they can be different and the same as others</li> <li>• Know what being proud means and that people can be proud of different things Identify feelings associated with being proud</li> <li>• Know that people can be good at different things</li> <li>• Identify things they are good at</li> <li>• Know that families can be different Recognise similarities and differences between their family and other families</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself Identify and use skills to stand up for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Know what bullying means Identify what is bullying and what isn't</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy Understand how being bullied might feel. Know ways to help a person who is being bullied</li> <li>• Know that people are unique and that it is OK to be different Verbalise some of the attributes that make them unique and special.</li> <li>• Know skills to make friendships Identify emotions associated with making a new friend</li> <li>• Know that people have differences and similarities Recognise ways in which they are the same as their friends and ways they are different</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying Explain how being bullied can make someone feel</li> <li>• Know that sometimes people get bullied because of difference Understand that everyone's differences make them special and unique</li> <li>• Know that friends can be different and still be friends Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Know there are stereotypes about boys and girls Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Know where to get help if being bullied</li> <li>• Know that it is OK not to conform to gender stereotypes Recognise that they shouldn't judge people because they are different</li> <li>• Know it is good to be yourself Can choose to be kind to someone who is being bullied</li> <li>• Know the difference between right and wrong and the role that choice has to play in this Know how to stand up for themselves when they need to.</li> </ul>
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<p><b>Spring 1 - Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>• Know what a challenge is <b>Understand that challenges can be difficult</b></li> <li>• Know that it is important to keep trying <b>Recognise some of the feelings linked to perseverance</b></li> <li>• Know what a goal is Talk about a time that they kept on trying and achieved a goal</li> <li>• Know how to set goals and work towards them Celebrate success</li> <li>• Know which words are kind <b>Recognise how kind words can encourage people</b></li> <li>• Know some jobs that they might like to do when they are older Be ambitious</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older <b>Resilience</b></li> <li>• Know when they have achieved a goal Feel proud</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal Can store feelings of success so that they can be used in the future</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them <b>Recognise how they feel when they overcome a challenge/obstacle</b></li> <li>• Know when a goal has been achieved <b>Recognise things that they do well</b></li> <li>• Know how to work well with a partner Celebrate an achievement with a friend</li> <li>• Know that tackling a challenge can stretch their learning <b>Explain how they learn best</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it Be able to describe their own achievements and the feelings linked to this</li> <li>• Know that it is important to persevere Recognise their own strengths as a learner</li> <li>• Know how to recognise what working together well looks like <b>Be able to work effectively with a partner</b> <b>Be able to choose a partner with whom they work well</b> Recognise how it feels to be part of a group that succeeds and store this feeling</li> <li>• Know what good group-working looks like <b>Be able to work as part of a group</b></li> <li>• Know how to share success with other people <b>Recognise how working with others can be helpful</b></li> </ul>
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<p>Spring 2 - Healthy ME</p>	<ul style="list-style-type: none"> <li>• Know what the word 'healthy' means <b>Can give examples of healthy food</b></li> <li>• Know some things that they need to do to keep healthy <b>Can explain what they need to do to stay healthy</b> Recognise how different foods can make them feel</li> <li>• Know the names for some parts of their body</li> <li>• Know when and how to wash their hands properly</li> <li>• Know how to say no to strangers <b>Can explain what to do if a stranger approaches them</b></li> <li>• Know that they need to exercise to keep healthy <b>Recognise how exercise makes them feel</b></li> <li>• Know how to help themselves go to sleep and that sleep is good for them <b>Can explain how they might feel if they don't get enough sleep</b></li> <li>• Know what to do if they get lost</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Feel good about themselves when they make healthy choices</li> <li>• Know some ways to keep healthy <b>Realise that they are special</b></li> <li>• Know how to make healthy lifestyle choices <b>Recognise how being healthy helps them to feel happy</b></li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly <b>Recognise ways to look after themselves if they feel poorly</b></li> <li>• Know how to keep safe when crossing the road <b>Keep themselves safe</b></li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease/illness</li> <li>• Know about people who can keep them safe <b>Recognise when they feel frightened and know how to ask for help</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy <b>Feel positive about caring for their bodies and keeping it healthy</b></li> <li>• Know what relaxed means</li> <li>• Know why healthy snacks are good for their bodies <b>Have a healthy relationship with food</b></li> <li>• Know which foods given their bodies energy <b>Desire to make healthy lifestyle choices</b> Identify when a feeling is weak and when a feeling is strong</li> <li>• Know that it is important to use medicines safely</li> <li>• Know what makes them feel relaxed/stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know how to make some healthy snacks <b>Express how it feels to share healthy food with their friends</b></li> </ul>
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<p><b>Summer 1 - Relationships</b></p>	<ul style="list-style-type: none"> <li>• <b>Know what a family is</b></li> <li>• Know that different people in a family have different responsibilities (jobs) <b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b></li> <li>• <b>Know some of the characteristics of healthy and safe friendships</b> <b>Can suggest ways to make a friend or help someone who is lonely</b></li> <li>• <b>Know that friends sometimes fall out</b></li> <li>• <b>Know some ways to mend a friendship</b> Can use different ways to mend a friendship</li> <li>• <b>Know that unkind words can never be taken back and they can hurt</b></li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry Can use Calm Me when angry or upset</li> <li>• Know some reasons why others get angry <b>Can recognise what being angry feels like</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that everyone's family is different</b></li> <li>• <b>Know that families are founded on belonging, love and care</b> <b>Can express how it feels to be part of a family and to care for family members</b></li> <li>• <b>Know that physical contact can be used as a greeting</b> <b>Can identify forms of physical contact they prefer</b></li> <li>• <b>Know how to make a friend</b> <b>Can say what being a good friend means</b> Can show skills of friendship</li> <li>• <b>Know who to ask for help in the school community</b></li> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends <b>Can say no when they receive a touch they don't like</b></li> <li>• Know about the different people in the school community and how they help</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are lots of forms of physical contact within a family</b> <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b></li> <li>• <b>Know how to stay stop if someone is hurting them</b></li> <li>• <b>Know there are good secrets and worry secrets and why it is important to share worry secrets</b> <b>Can identify the negative feelings associated with keeping a worry secret</b></li> <li>• <b>Know what trust is</b> <b>Can identify who they trust in their own relationships</b> Can identify the feelings associated with trust</li> <li>• Know that everyone's family is different Can identify the different roles and responsibilities in their family</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation Can recognise the value that families can bring</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul>
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PSHE progression at Merebrook Infant School



			Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict
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<p>Summer 2 - Changing Me</p>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult <b>Can identify how they have changed from a baby</b></li> <li>• Know who to talk to if they are feeling worried <b>Can say how they feel about changing class/ growing up</b></li> <li>• Know that sharing how they feel can help solve a worry <b>Can say what might change for them they get older</b></li> <li>• Know that remembering happy times can help us move on <b>Recognise that changing class can elicit happy and/or sad emotions</b></li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• <b>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</b></li> <li>• Know that changes happen when we grow up <b>Understand and accept that change is a natural part of getting older</b></li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change <b>Can suggest ways to manage change, e.g. moving to a new class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies <b>Know that private body parts are special and that no one has the right to hurt these</b> <b>Be able to confidently ask someone to stop if they are being hurt or frightened</b></li> <li>• Know who to ask for help if they are worried or frightened <b>Can say who they would go to for help if worried or scared</b></li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable <b>Can say what types of touch they find comfortable/uncomfortable</b></li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control <b>Can appreciate that changes will happen and that some can be controlled and others not</b></li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>
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