

SUBJECT: PSHE

EYFS Early Learning Goals (Reception)	Early Learning Goal: Self-regulation Children at the expected level of development will: <ul style="list-style-type: none">- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Early Learning Goal – Managing self Children at the expected level of development will: <ul style="list-style-type: none">- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;- Explain the reasons for rules, know right from wrong and try to behave accordingly;- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Early Learning Goal: Building Relationships Children at the expected level of development will: <ul style="list-style-type: none">- Work and play cooperatively and take turns with others;- Form positive attachments to adults and friendships with peers;- Show sensitivity to their own and to others' needs.	Early Learning Goal: Speaking Children at the expected level of development will: <ul style="list-style-type: none">-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Stage 1:

From <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study.

Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. (National Curriculum 2021)

At Manby Lodge we follow the [PSHE Jigsaw scheme](#) which is a progressive scheme that builds on skills each year as topics are taught.

Overview of themes/topics

Half-Term	All Year Groups (Please see detailed outline for each year group below)
Autumn 1	Being Me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me

At the starter of each half-term there is an assembly to introduce the theme to Year 1 & 2

2021 – 22: This year we are introducing Zones of Regulation across the whole school. During Autumn Term 1 we are dedicating PSHE lessons to 16 Zones of Regulation Lessons as the lesson content is similar to the Being Me in My World.

Subject: PSHE - Jigsaw Being Me in My World (AUTUMN 1)

	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to manage and recognise my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I feel special and safe in my class • I understand the rights and responsibilities as a member of my class • I know that I belong to my class • I understand the rights and responsibilities for being a member of my class • I know how to make my class a safe place for everybody to learn • I know my views are valued and can contribute to the Golden Rules (Learning Charter) • I recognise how it feels to be proud of an achievement • I can recognise the choices I make and understand the consequences • I recognise the range of feelings when I face certain consequences • I understand my rights and responsibilities within our Golden Rules (Learning Charter) • I understand my choices in following the Golden Rules (Learning Charter) 	<ul style="list-style-type: none"> • I can recognise when I feel worried and know who to ask for help • I can identify some of my hopes and fears • I can help make my class a safe and fair place • I understand the rights and responsibilities for being a member of my class and school • I can work cooperatively • I can listen to other people and contribute my own ideas about rewards and consequences • I am choosing to follow the learning charter • I understand how following the Golden Rules (Learning Charter) will help me and others learn • I recognise the choices I make and understand the consequences

Key Vocabulary	<ul style="list-style-type: none"> • different • similar • belong • unique • rights • rules • responsible 	<ul style="list-style-type: none"> • safe • special • calm • belonging • rights • responsibilities • proud • rewards • consequences • upset • disappointed 	<ul style="list-style-type: none"> • hopes • fears • worries • belonging • actions • rights • responsibilities • rewards • praise • positive • negative • consequences • cooperatively • fair • safe
Enrichment	NSPCC visit Zones of Regulation Teaching- On Monday When it rained. Feel Good Week		
Key Texts	Dogger – Shirley Hughes Feelings- Libby Walden and Richard Jones	Feelings- Libby Walden and Richard Jones	Huge Bag of Worries – Virginia Ironside Feelings- Libby Walden and Richard Jones

<p>Links to other subjects</p>	<p><u>PSED</u> -Self Regulation - Managing self -Building relationships</p> <p><u>Understanding the World:</u> People, culture and communities</p> <p><u>Communication and language:</u> Listening, attention and understanding Speaking</p> <p><u>Zones of regulation</u></p> <p><u>Mindfulness</u></p>	<p>Zones of regulation</p> <p>Mindfulness</p>	<p>Zones of Regulation</p> <p>Mindfulness</p>
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Subject: PSHE - Jigsaw Celebrating Differences (AUTUMN 2)			
	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I understand how being bullied might feel • I can be kind to children who are bullied • I know some people I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I know how it feels to make a new friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique • I can tell you some ways I am the same as my friends 	<ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is ok • I understand that sometimes bullying is about difference • I can tell you how someone being bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I can recognise what is right and wrong and know how to look after myself • I know some ways to make new friends • I know how it feels to be a friend and have a friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique

Key Vocabulary	<ul style="list-style-type: none"> • different • special • kind / unkind 	<ul style="list-style-type: none"> • similarities / same as • difference • bullying • on purpose • unfair • deliberate • included • unique • special • celebration 	<ul style="list-style-type: none"> • similarities • assumptions • stereotypes • special • bully • purpose • difference • kind / unkind • feelings • sad • lonely • help • stand up for • friends / friendship • included • qualities • caring • unique • value
Enrichment	<p>*Anti-bullying Week (November) –whole school participation in events and activities throughout the week linked to anti-bullying. e.g. design anti-bullying mascot, dress up day (e.g. odd socks day) to raise money, activities in the classroom -International Week</p>		
Key Texts	<p>Naked Trevor by Rebecca Elliot Barry the Fish with Fingers by Sue Henra The Hueys in the New Jumper by Oliver Jeffers Forget me Not, Buttercup by Michael Broad The Dog and the Dolphin by James Dworkin</p>	<p>The Colours of Friendship: Frog and Toad are Friends by Arnold Lobel</p>	<p>Dulcie Dando by Sue Stop and Debi Giori Bill's New Frock by Anne Fine Willy and Hugh by Anthony Browne</p>

<p>Links to other subjects</p>	<p><u>PSED:</u> Self- Regulation Managing self Building relationships</p> <p><u>UTW:</u> People, Cultures & communities The world</p> <p><u>Communication and Language:</u> Listening, attention and understanding Speaking</p> <p><u>Literacy:</u> Writing</p> <p><u>Expressive arts and design</u></p> <p><u>British Values</u></p>	<p>RE</p> <p>British Values</p>	<p>RE</p> <p>British Values</p>
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Subject: PSHE - Jigsaw Dreams & Goals (SPRING 1)

	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I can identify my successes and achievements • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store my feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I can persevere even when I find tasks difficult • 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 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 know how to share success with other people • I can tell you things I have achieved and say how that made me feel • I can tell you some of my strengths as a learner • I can tell you how working with other people helps me learn • I can tell you how being part of a successful group feels and I can store those feelings in my internal treasure chest. • I can work with others in a group to solve problems • I can tell you how I felt about working in my group.

Key Vocabulary	<ul style="list-style-type: none"> • challenge • persevere • goal • kind • encourage • proud • achieve 	<ul style="list-style-type: none"> • proud • success • achievement • goal • treasure • coins • learning • stepping stones • process • dreams • team work • celebrate • stretchy • challenge • feelings • obstacle • overcome • success • celebration 	<ul style="list-style-type: none"> • realistic • proud • success • celebrate • achievement • strengths • persevere • challenge • difficult / easy • success • partner • team work • success • product • team work • problem-solve • dream • goal
Enrichment	<p>Feeling Good Week Visitors to discuss occupations e.g doctors, policeman, musicians.</p>		

Key Texts	<p>Love Monster by Rachel Bright Don't Worry, Hugless Douglas by David Melling The Hare and the Tortoise – Aesop's Fables The Jungle Run by Tony Mitton</p>		
Links to other subjects	<p><u>PSED:</u> Self regulation Managing self Building relationships</p> <p><u>UTW:</u> People, cultures & communities The world</p> <p><u>Communication and Language:</u> Listening, attention and understanding Speaking</p>		

Subject: PSHE - Jigsaw Healthy Me (SPRING 2)

	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I feel good about myself when I make healthy choices • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease and illness • I know that all household products including medicines can be harmful if not used properly • I know some ways to help myself when I feel poorly • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I am special so I keep myself safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy 	<ul style="list-style-type: none"> • I know what I need to keep my body healthy • I am motivated to make healthy lifestyle choices • I can show and 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 • I feel positive about caring for my body and keeping it healthy • I understand how medicines work in my body and how important it is to use them safely • I can sort foods into 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 I know which foods are most nutritious for my body • I can express how it feels to share healthy food with my friends • I can make some healthy snacks and explain why they are good for my body • I have a healthy relationship with food and know which foods I enjoy the most • I can decide which foods to eat to give my body energy.

Key Vocabulary	<ul style="list-style-type: none"> • exercise • healthy / unhealthy • stranger • safe 	<ul style="list-style-type: none"> • healthy • unhealthy • balanced • exercise • sleep • choices • clean • body parts • hygienic • safe • medicines • trust • eyes • ears • look, listen, wait • keeping clean 	<ul style="list-style-type: none"> • healthy choices • lifestyle • motivation • relax / relaxation • tense • calm • healthy • unhealthy • dangerous • medicines • safe • body • balanced diet • portion • proportion • energy • fuel • nutritious
Enrichment	<p>PEDALS training Yoga workshops Flat Stanley First Aid Mr Moveit Workshops Yoga International Week (Food tasting, Dancing from different countries) Sports Day</p>		

Key Texts	<p>Not Everyone is Nice (Let's Talk) by Ann Tedesco (or similar) Little Red Riding Hood</p>	Six Dinner Sid by Inga Moore	Poor Monty by Anne Fine
Links to other subjects	<p><u>PSED:</u> Self Regulation Managing Self Building relationships</p> <p><u>UTW:</u> People, Cultures and Communities The world</p> <p><u>Communication and language</u> Listening, attention and understanding</p>	Science – Animals, including humans	

Subject: PSHE - Jigsaw Relationships (SUMMER 1)

	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I know how it feels to belong to a family and care about the people who are important to me • I can identify what being a good friend means to me • I know how to make a new friend • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know who can help me in my school community • I know when I need help and know how to ask for it • I can recognise my qualities as person and a friend • I know ways to praise myself • I can tell you why I appreciate someone who is special to me • I can express how I feel about them 	<ul style="list-style-type: none"> • 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 accept that everyone's family is different and understand that most people value their family • I 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 know which types of physical contact I like and don't like and can talk about this • 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 • understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • 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 • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<ul style="list-style-type: none"> • family • friend / friendship • jobs • lonely • angry • kind / unkind • like • upset • argue / fall out • resolution • calm down • Consent 	<ul style="list-style-type: none"> • family • belong • different • same • friends / friendship • qualities • caring • sharing • kind • greeting • touch • like / dislike • help / helpful • community • feelings • confidence • praise • skills • self belief • proud • celebrate • relationships • special • appreciate • consent 	<ul style="list-style-type: none"> • family • different \similarities • special • relationship • cooperate • touch / physical contact • communication • like \ dislike • acceptable \ not acceptable • friends • conflict • point of view • positive problem solving • secret • surprise • telling • trust \ trustworthy • surprised • happy \ sad • frightened • honesty • reliability • compliments • celebrate • positive • negative • appreciate • consent
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment</p>	<p>Show and Tell (All about Me Boxes) Buddy Bench Anti- Bullying Week</p>		

Key Texts	George and Martha: The Complete Stories of Two Best Friends by James Marshall (or similar)	Toy Story – Youtube clip The Fox and The Hound – Youtube clip Hug by Jez Alborough The Family Book by Todd Parr For Every Child- The Rights of the Child in Words and Pictures - UNICEF	Don't Tell Lies Lucy! By Phil Roxbee Cox Who's in a Family by Robert Skutch Something Special by Nicola Moon Hugless Douglas by David Melling Poem – I have a Secret by E J Thornton
Links to other subjects	<p><u>PSED:</u> Self regulation Managing Self Building relationships</p> <p><u>UTW:</u> People, cultures and communities The world.</p> <p><u>Communication and Language</u></p>		

Subject: PSHE - Jigsaw Changing Me (SUMMER 2)

Note to Current Parents – We will always hold a session with Parents / Carers to provide you with information about the content of this topic, before we teach it.

	Links to learning in Year R	Year 1	Year 2
Key Knowledge and Skills	<ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception 	<ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is OK • I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they will happen whether I want them to or not • I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates • I can 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 • I respect my body and understand which parts are private • I understand that every time I learn something new I change a little bit • I enjoy learning new things • I can tell you about changes that have happened in my life • I know some ways to cope with changes 	<ul style="list-style-type: none"> • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • 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 • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, vulva, anus, testicles, vagina, breasts and nipples) and appreciate that some parts of my body are private • I can tell you what I like/don't like about being a boy/girl • I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I am in Year 3 • I can start to think about changes I will make when I am in Year 3 and know how to go about this

Key Vocabulary

- body
- parts
- senses – hear, sight, touch, smell, taste
- fit
- healthy / unhealthy
- changes
- baby
- features
- abilities
- emotions
- happy / sad
- worries
- worried / excited
- achieve
- memories
- favourite

- changes
- life cycle
- baby
- adulthood / adult
- life cycle
- grown up
- growing up
- mature
- male
- female
- vagina
- penis
- testicles
- learn
- new
- grow
- feelings
- anxious
- worried
- excited
- coping

- change
- grow
- life cycle
- control
- baby
- adult
- fully grown
- growing up
- old / young
- respect
- appearance
- physical
- toddler
- child
- teenager
- independent
- timeline
- freedom
- responsibilities
- boy/male
- girl/female
- vagina
- penis
- testicles
- vulva
- anus
- nipples
- breasts
- public
- private
- touch
- texture
- cuddle / hug
- squeeze
- like / dislike
- acceptable / unacceptable
- comfortable / uncomfortable
- looking forward
- excited / nervous / anxious / happy

Enrichment	Move up Day to new year groups		Transition visits to Cleves
Key Texts	Look Inside Your Body by Louie Stowell Tell me what it is like to be Big by Joyce Dunbar The Huge Bag of Worries by Virginia Ironside	Moving Molly by Shirley Hughes	My Grandpa is Amazing by Nick Butterworth Titch by Pat Hutchins Poem - What About You? Hug by Jez Alborough
Links to other subjects	<p><u>PSED:</u> Self Regulation Managing Self Building relationships</p> <p><u>UTW:</u> People, Cultures and Communities The world</p> <p><u>Communication and language</u> Listening, attention and understanding</p>	Science – Animals, including humans	