




Holmesdale Infant School: PSHE Curriculum Overview and Knowledge and Skills Progression Map

2023 -Adaptations for current cohort

Key:

Highlight in **yellow** any adaptations which make the Jigsaw PSHE scheme more specific to our current cohort and setting

Highlight in **red** any knowledge or skills that do not need to be covered / are not relevant for this current cohort

|  | Knowledge and Skills Progression Map Subject area: PSHE - Jigsaw Units (Pieces) Key Skills: Developing a healthy, safer lifestyle / Developing good relationships and respecting the differences between people / Living in the wider world and being a responsible person. | | | |
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| PSHE Knowledge and Skill | Nursery | Reception | Year 1 | Year 2 |
| Being Me in My World | Knowledge: <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily Social and Emotional Skills: <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness - Colour Monster story and Display | Knowledge: <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily Social and Emotional Skills: <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness Colour Monster story and Display | Knowledge: <ul style="list-style-type: none"> • Understand the rights and responsibilities of a member of a class • Understand that their views are important - Jigsaw Charter • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom - focus on being a responsible penguin Social and Emotional Skills: <ul style="list-style-type: none"> • Understanding that they are special • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place: reintroduce animal Learning | Knowledge: <ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members - reintroduce animal Learning Behaviours • Know that it is important to listen to other people - Jigsaw Charter • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others Social and Emotional Skills: <ul style="list-style-type: none"> • Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills |



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| | <ul style="list-style-type: none"> • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting - focus on being a responsible penguin | <ul style="list-style-type: none"> • Skills to play cooperatively others • Be able to consider others' feelings • Be responsible in the setting focus on being a responsible penguin | Behaviours <ul style="list-style-type: none"> • Identify what it's like to feel proud of an achievement - celebration assemblies and moving name / photo on Learning Behaviour display and completing Rainbow Challenges • Recognise feelings associated with positive and negative consequences - Colour Monster Display • Understand that they have choices | <ul style="list-style-type: none"> • Recognise the feeling of being worried - Colour Monster Display • Be able to work cooperatively |
| Enrichment Opportunities | Assemblies from people in the community e.g. vicars | | | |
| Celebrating Difference | Knowledge: <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a | Knowledge: <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important | Knowledge: <ul style="list-style-type: none"> Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different Social and Emotional Skills: <ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes | Knowledge: <ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of differences • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying Social and Emotional Skills: <ul style="list-style-type: none"> • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied |



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| | <p>positive friendship</p> <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves <ul style="list-style-type: none"> • Recognise emotions when they or someone else is upset, frightened or angry. | <ul style="list-style-type: none"> • Know some qualities of a positive friendship <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves <ul style="list-style-type: none"> • Recognise emotions when they or someone else is upset, frightened or angry. | that make them unique and special | <ul style="list-style-type: none"> • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique |
| Enrichment Opportunities | Friendship week | Friendship week | Friendship week | Friendship week |
| Dreams and Goals | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people |



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| | <ul style="list-style-type: none"> • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success | <ul style="list-style-type: none"> • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success | <p>which make achieving their goals difficult and work out how to overcome them</p> <ul style="list-style-type: none"> • Know when a goal has been achieved <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future | <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling |
| Enrichment Opportunities | Children's mental health week | Children's mental health week | Children's mental health week Fantastic Fred workshop | Children's mental health week Fantastic Fred workshop |



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| Healthy Me | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy <p>Emotional and Social Skills:</p> <ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends |
| Enrichment Opportunities | <p>Taking part in workshops e.g. dance during 'Feeling Good Week'</p> <p>Links to Science on how to keep healthy</p> <p>Links to DT on planning healthy meals and making healthy pizzas in Year 2 and fruit salad in Year 1</p> | | | |



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| Relationships | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school Community <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • 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 • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go |
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| Enrichment Opportunities | Friendship week – visit from pupils from Reigate Priory Development of buddy scheme across the school Reading Buddies – Year 1 and Year 2 | | | |
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| Changing Me | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on <p>Emotional and Social Skills:</p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on <p>Emotional and Social Skills:</p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class | <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable |



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| | | | | <ul style="list-style-type: none"> • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year |
| Enrichment Opportunities | Transition between year groups is managed effectively with many opportunities for children to spend time with their new teacher e.g. have a picnic together, and visit their new classroom where they spend the day taking part in activities | | | |

| | Overview of Concepts - when covered in Jigsaw Summative Assessment Statements for Year 1 and Year 2 | | | | | |
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| PSHE | Autumn 1: Being me in my World | Autumn 2: Celebrating Difference | Spring 1: Dreams and Goals | Spring 2: Healthy Me | Summer 1: Relationships | Summer 2: Changing Me |
| Nursery | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Reception | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Year 1 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends | Setting goals Identifying successes and achievements Learning styles Working well and celebrating | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us | Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and |



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| | <p>Owning the Learning Charter</p> <p>Summative Assessment Statements: 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>Celebrating the differences in everyone</p> <p>Summative Assessment Statements: 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>achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>Summative Assessment Statements: 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.</p> | <p>with household items Road safety Linking health and happiness</p> <p>Summative Assessment Statements: 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>Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>Summative Assessment Statements: 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>learning Coping with change Transition</p> <p>Summative Assessment Statements: 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. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p> |
| Year 2 | <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Summative Assessment Statements: I can explain why my</p> | <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Summative Assessment Statements: I can explain that sometimes people get</p> | <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Summative Assessment Statements: I can explain how I played my part in a</p> | <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Summative Assessment Statements: I can explain why foods and medicines can be good for my body comparing my ideas with</p> | <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Summative Assessment Statements: I can explain why some</p> | <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Summative Assessment Statements: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain</p> |




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| | 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. | 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. | 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. | 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. | 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. | why some types of touches feel OK and others don't. 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. |
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Skills and Knowledge – PSHE Association

The following skills and knowledge are covered within our Jigsaw PSHE scheme but we may wish to refer to this:

|  | <u>Knowledge and Skills Progression Map –</u> Subject area: PSHE Key Skills: Developing a healthy, safer lifestyle / Developing good relationships and respecting the differences between people / Living in the wider world and being a responsible person. | | | |
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| PSHE Skill and Knowledge | Nursery | Reception | Year 1 | Year 2 |
| Health and Wellbeing: Developing a Healthy, Safer Lifestyle | I am beginning to manage my own basic hygiene and personal needs. I can say some ways in which I can keep myself healthy. I can talk about positive and negative feelings, beginning to be able to express how I and others may feel.(e.g. change, loss, love) I can say when I need help and I know who I can ask. | I can manage my own basic hygiene and personal needs. I can talk about the importance of a healthy lifestyle, and ways to achieve it. I can talk about positive and negative feelings, expressing how I and others may feel.(e.g. change, loss, love) I can say when I need help and I know who I can ask. | I understand the difference between being healthy and unhealthy, and know how to make healthy lifestyle choices. I can talk about how my body grows and changes, and understand that it is a healthy and natural process. I can recognise when I, and others, might need help and I know to ask. (e.g. technology, bullying, change) I can celebrate personal success and recognise areas for growth. | I know how to keep my body healthy (rest, diet, exercise) and can make simple choices about some aspects of my health and wellbeing. (e.g. crossing the road in a safe place, wearing sun cream and choosing between foods). I recognise that I share a responsibility for keeping myself and others safe. I am beginning to recognise the harmful aspects of everyday objects (medicines, household cleaning products etc.) I can express my own opinions about what is right and wrong. |
| Developing Good Relationships and Respecting the Differences Between | I can play / learn as part of a group, forming positive relationships. I can talk about differences and similarities between myself and others. I beginning to be aware of another's needs and feelings. | I can work as part of a group or class, forming positive relationships. I can talk about differences and similarities between myself and others. I can take account of another's needs and feelings. | I am forming my own opinions about what is right and wrong. I can recognise bullying and know that it is wrong. I can identify some ways to ask for help. I can identify and respect similarities and differences between people. I can take account of another's | I can share my opinions about what I believe is right and wrong. I can recognise bullying and am beginning to understand the causes of some bullying behaviours. (Difference, emotions, goals). I understand my relationship with different people in my life and can identify their roles and responsibilities (Teachers, family, |



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| People. | I can talk about people who care for me. | I can talk about different ways that people should care for one another. | needs and feelings and recognise the effect of my behaviour on others. | <i>friends etc.</i>). I am beginning to understand stereotypes and recognise my own opinions. I understand that there are different forms of physical contact for different relationships. |
| PSHE Skill | Nursery | Reception | Year 1 | Year 2 |
| Living in the Wider World and Being a Responsible Person. | I can talk about my own and others' behaviour and its consequences, and know that some behaviour is unacceptable. I beginning to be able to adjust my behaviour to different situations and take changes of routine in my stride. I show a willingness to try new things. I understand the importance of rules, and follow them. | I can talk about my own and others' behaviour and its consequences, and know that some behaviour is unacceptable. I can adjust my behaviour to different situations and take changes of routine in my stride. I show a willingness to try new things. I understand the importance of rules, and follow them. | I understand my rights and responsibilities as a member of my class. I recognise the choices that I and others make, and understand the consequences. I can talk about growing and changing, new opportunities and responsibilities that increasing independence brings. | I understand my rights and responsibilities as a member of my school. I recognise the choices that I make and am beginning to consider their consequences before taking action. I can talk about how I want to grow and change, setting realistic goals, and identify how to achieve them. I understand the role money plays in my life. |
| Relationships and Sex Education | I will talk in a familiar group. I can talk about how I and others show feelings. I am beginning to be able to take account of one another's needs and feelings and form positive relationships with adults and other children. | I am confident to talk in a familiar group. I can talk about how I and others show feelings. I can take account of one another's needs and feelings and form positive relationships with adults and other children. | I understand the life cycles of animals and humans. I understand that changes happen as we grow. I can talk about how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, and vagina. I understand which parts of my body are private. | I can talk about how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, and vagina. I understand which parts of my body are private. I recognise cycles of life in nature. I can talk about the process of growing from young to old. |