PSHE IN THE EYFS CURRICULUM AT WINS

In the EYFS PSED is identified in three strands Self-regulation, managing self and building relationships. These three strands come together to form the area of learning known as Personal, Social and Emotional Development in the EYFS curriculum.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

During their time in the EYFS children are constantly able to explore how to successfully interact and build relationships in everything they do. In continuous provision they have the time to develop and practise skills taught to them through carpet sessions eg using a sand timer to support sharing of resources, actions of a good friend or where to find help when you are finding something difficult. Adults use high quality texts to support and explore various themes within PSED during carpet time. These will include books about emotions and feelings, celebrating differences, friendships, problems and solutions, how to be healthy, being kind and inclusion. Children have the opportunity to role play, use puppets, discuss video clips, draw and discuss different scenarios. Alongside carpet times adults are always with children in continuous provision modelling and assisting children to develop independence and perseverance, support self regulation and provide opportunities to explore cooperative play. There are games, stimulus and thoughtful enhancements which are planned for to allow children to practise turn taking, following simple rules and working towards simple goals. Children are introduced gradually over the first half term to routines and rules that help support the harmonious workings of the classroom. Routines are supported by visual timetables which help children's wellbeing and reduce anxiety. Personal safety is taught throughout our topic work on Jigsaw and is complemented by using "Pantosaurus" resources from the NSPCC. Lots of work around emotions and feelings happen before we introduce the emotion check in station. This work is supported through the use of the book "The Colour Monster". This encourages children to recognise how they and others feel and provides the opportunity to talk about how to cope with strong feelings. The children are given the chance to practise breathing and calming techniques, mindfulness activities and helpful phrases to say in a various circumstances. As the year progresses we aim to build children's resilience through a combination of outdoor and indoor activities. We talk about Stephen Wiltshire and our school motto "Do the best you can and never stop." Throughout everything that goes on in the EYFS we celebrate children's interests, talents, efforts and achievements which leads children to feel valued and develops their inner motivation.





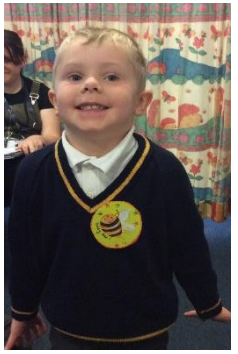












Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Age 3-5 (Nursery and Reception)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities RESPECT & CARE	Identifying talents Being special Families Where we live Making friends Standing up for yourself LEARN & RESPECT	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals SUCCEED	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety CARE & LEARN	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend CARE & RESPECT	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations RESPECT

The Learning Intentions from each Jigsaw Reception lesson are included below in sequence from the beginning of the Jigsaw Programme to the end, 6 lessons for each half-term. Those directly related to Relationships and Health Education are highlighted; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education.

Being Me in My World

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage 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

Celebrating Difference

- 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

Dreams and Goals

• 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

Healthy Me

• 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

Relationships

• 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

Changing Me

• 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

PSHE IN THE KEY STAGE ONE CURRICULUM AT WINS

Purpose of study

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.
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, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.
Relationships Education and Health Education form an important and compulsory part of PSHE education from September 2020.

The Jigsaw scheme offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.
Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.
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)
Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).

Aims - ♣ recognise how to have safe, positive and meaningful relationships with others. ♣ respect themselves and others ♣ be responsible citizens of the world ♣ know about how to be physically and mentally healthy.

Attainment descriptors

The 'Working At' descriptor for each Puzzle (unit of work) in every year group

	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Ages 5-6	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.	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.	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.	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.	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.	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.
Ages 6-7	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problemsolving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain 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.

WINS PSHE KEY STAGE ONE CURRICULUM OVERVIEW

Subject content - Key stage 1 Pupils will be taught about:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Ages 5-6 (Year 1)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter **LEARN & RESPECT**	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone **RESPECT & CARE**	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success **SUCCEED**	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness **LEARN & SUCCEED**	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships **RESPECT & CARE**	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition **LEARN & RESPECT**

Ages 6-7 (Year 2)	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings **RESPECT & CARE**	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends **LEARN & RESPECT**	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success **SUCCEED**	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food **LEARN & RESPECT**	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships **RESPECT & CARE**	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition **LEARN & RESPECT**









HOW DOES THE PROGRAMME OF STUDY LEARNING OPPORTUNITIES RELATE TO THE STATUTORY GUIDANCE?

Our Jigsaw PSHE programme is fully compliant with the DfE Statutory Relationships & Health Education Guidance. The grid below maps the guidance to Jigsaw PSHE Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.

Relationships Education **By the end of Primary pupils should know:**		Year 1 – Age 5-6						Year 2 – Age 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability				1		1					1	
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives				1							1	
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care				1							1	
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up				1							1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											1	
	R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6					1, 4	

Caring Friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6			3	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6			6	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2, 5			5			3	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2, 5			6			3	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		5			2, 4, 5			4			5	
Respectful Relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3, 6	1, 2, 6	3		2, 6		2-6	5, 6	3		3, 5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5, 6	4, 5	3, 4		5	
	(R14) the conventions of courtesy and manners	2, 3				3		2-6	4, 5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3, 4		2			5
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show	3, 6	1, 2	3		4, 6		2-4	4-6	3-6		2-5	

	due respect to others, including those in positions of authority												
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3, 4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1, 2				
	(R19) the importance of permission seeking and giving in relationships with friends, peers and adults		5			3, 4	4	2	4, 5	4-6		2, 4	5
Online Relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson available			4			4	
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous				Additional lesson available				3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson available				3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson available								
	(R24) how information and data is shared and used online												
Being Safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3, 5	4	2	4, 5			2	5
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					3	4					4	4, 5
	(R27) that each person's body belongs to them, and the differences between appropriate					3	4					2	4

	and inappropriate or unsafe physical, and other, contact												
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3, 4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3, 4				4					2	4, 5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4, 5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5
Physical Health and Mental Wellbeing By the end of Primary pupils should know:													
Mental Wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1, 2						2		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1, 5, 6	1, 5	2	4-6	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	4	6	6	2	5	6	1	1, 5, 6	1, 5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1, 2, 6						1, 2, 4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5, 6					1-6		

	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3, 4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3, 4						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough												
Internet Safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing										2		
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private								3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted												
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which								3			3	

	can have a negative impact on mental health												
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				
Physical Health and Fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						1-3 5, 6		
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1, 2						1, 2		
	(H20) the risks associated with an inactive lifestyle (including obesity)										1, 6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5						3		
Healthy Eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						4, 5		
	(H23) the principles of planning and preparing a range of healthy meals				2						4, 5		
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1, 2, 6						1, 4, 5		

Drugs, Alcohol and Tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3			
Health and Prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body													
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson available						Additional lesson available			
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1, 2						2			
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				1, 2						1			
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3, 6									
	(H31) the facts and science relating to allergies, immunisation and vaccination													
Basic First Aid	(H32) how to make a clear and efficient call to emergency services if necessary													
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries													
Changing Adolescent Body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4							3, 4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle													