

Paulton Infant School EYFS and Key Stage 1 PSHE Map (Based on the Jigsaw Jack Scheme)

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters <i>Children in Reception will be learning to:</i>	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Describe events in some detail. Engage in storytimes. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p>Physical Development</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 					
Early Learning Goals	<p>Personal, Social and Emotional Development: Self-Regulation</p> <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. <p>Personal, Social and Emotional Development: Managing Self</p> <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. <p>Personal, Social and Emotional Development: Building Relationships</p> <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. 					

	Understanding the World: People, Culture and Communities <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 					
How this is achieved and how skills are developed in EYFS at Paulton Infant School:	Term 1: Being Me in My World -Self-identity -Understanding feelings -Being in a classroom -Being gentle -Rights and responsibilities	Term 2: Celebrating Differences -Identifying talents -Being special -Families -Where we live -Making friends -Standing up for yourself	Term 3: Dreams and Goals -Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals	Term 4: Healthy Me -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety	Term 5: Relationships -Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend	Term 6: Changing Me -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations
Puzzle Overview	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
Taught Knowledge	<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves 	<ul style="list-style-type: none"> • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship 	<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 • Know some jobs that they might like to do when they are older 	<ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers 	<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 friendships • Know that friends sometimes fall out 	<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

	<ul style="list-style-type: none"> •Know how happiness and sadness can be expressed •Know that being kind is good 	<ul style="list-style-type: none"> •Know that they don't have to be 'the same as' to be a friend •Know what being proud means and that people can be proud of different things •Know that people can be good at different things •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 what to do if they get lost 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Know that remembering happy times can help us move on
Social and Emotional Skills	<ul style="list-style-type: none"> •Identify feelings associated with belonging •Skills to play co-operatively with others •Be able to consider others' feelings •Identify feelings of happiness and sadness •Be responsible in the setting 	<ul style="list-style-type: none"> •Recognise emotions when they or someone else is upset, frightened or angry •Identify and use skills to make a friend •Identify some ways they can be different and the same as others •Identify and use skills to stand up for themselves •Identify feelings associated with being proud •Identify things they are good at •Be able to vocalise success for themselves and about others successes •Recognise similarities and differences between their family and other families 	<ul style="list-style-type: none"> •Understand that challenges can be difficult •Resilience •Recognise some of the feelings linked to perseverance •Recognise how kind words can encourage people •Talk about a time that they kept on trying and achieved a goal •Be ambitious •Feel proud •Celebrate success 	<ul style="list-style-type: none"> •Can explain what they need to do to stay healthy •Recognise how exercise makes them feel •Can give examples of healthy food •Can explain what to do if a stranger approaches them •Can explain how they might feel if they don't get enough sleep •Recognise how different foods can make them feel 	<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 	<ul style="list-style-type: none"> •Recognise that changing class can elicit happy and/or sad emotions •Can say how they feel about changing class/ growing up •Can identify how they have changed from a baby •Can say what might change for them they get older •Can identify positive memories from the past year in school/home
Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy,	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance,	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings,	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe,

	Excited, Nervous, Sharing, Taking Turns		Achievement, Happy, Kind, Encourage		Angry, Upset, Calm me, Breathing	Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
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Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A 2020-2021	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
Cycle B 2021-2022	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	Rumble In The Jungle	What Can I Invent?	My Place In The World
Focus	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Themes	Feeling safe and special Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Linking health and happiness	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	Lifecycles – 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
Assessment Overview (Taken from Jigsaw Jack Scheme)	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved 	<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 that all household products, including medicines, can be harmful if not used properly 	<ul style="list-style-type: none"> Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> Know that people have differences and similarities Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Know how to work well with a partner Know that tackling a challenge can stretch their learning Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special 	<ul style="list-style-type: none"> Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help 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 identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can show skills of friendship Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> has the right to hurt these Know who to ask for help if they are worried or frightened 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 <ul style="list-style-type: none"> Know that learning brings about change Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) <ul style="list-style-type: none"> Can express why they enjoy learning
Puzzle Outcomes (taken from Jigsaw Jack scheme)	Whole School Learning Charter: getting to know each other, class social bonding, introducing new systems and routines and creating a Learning Charter.	Hall Of Fame Display: Gingerbread People Display	Garden of Dreams and Goals: Stretchy flowers and dream wellies	The Healthy, Happy Me Recipe Book: Keeping clean and healthy chapter of the book	The Relationship Fiesta: Colours of friendship dance	Tree of change display: Flowers of change
Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw	Similarity, Same as, Different from, Difference, Bullying,	Proud, Success, Treasure, Coins, Learning, Stepping-	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts,	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind,	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina,

	Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping
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Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A 2020-2021	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
Cycle B 2021-2022	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	Rumble In The Jungle	What Can I Invent?	My Place In The World
Focus	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Themes	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Assessment Overview (Taken from Jigsaw Jack Scheme)	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable 	<ul style="list-style-type: none"> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends 	<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 	<ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy 	<ul style="list-style-type: none"> Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<ul style="list-style-type: none"> Know the physical differences between male and female bodies 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 and some are unacceptable

	<ul style="list-style-type: none"> • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried 	<ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique • 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 • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they are different 	<ul style="list-style-type: none"> • working together well looks like • Know what good group-working looks like • Know how to share success with other people • 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 • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends 	<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 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 • 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 identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Know the correct names for private body parts • 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 • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • 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 what they are looking forward to in the next year
Puzzle Outcomes	Whole School Learning Charter:	Hall Of Fame Display: Trophy of celebration	Garden of Dreams and Goals:	The Healthy, Happy Me Recipe Book:	The Relationship Fiesta: Compliment bunting	Tree of change display: Leaf mobiles

(taken from Jigsaw Jack scheme)	getting to know each other, class social bonding, introducing new systems and routines and creating a Learning Charter.		Dream birds	The 'Healthy Me' Café – creating healthy snacks/recipes		
Vocabulary	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy