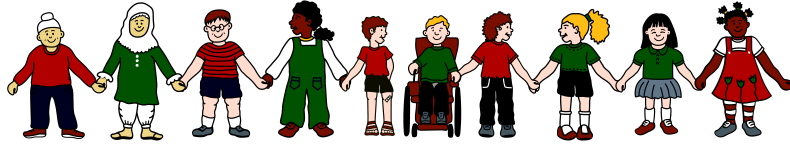
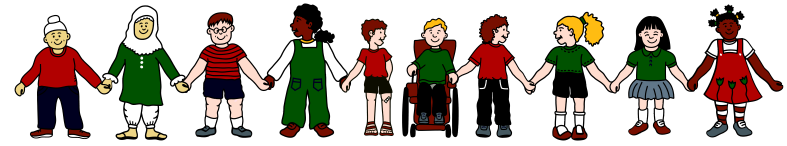


Curriculum Knowledge and Skills: P.S.H.C.E



THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

P.S.H.E

Curriculum Knowledge and Skills: P.S.H.C.E

Nursery	
Subject: Personal, Social and Emotional Development	
Topic: Rhymes and Celebrations	
Term: Autumn	
22-36 months	30-50 months
<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feeling and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Can play in a group, extending play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns on shared resources, sometimes with support of others.

Curriculum Knowledge and Skills: P.S.H.C.E

	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behavior to different events, social situations and changes in routine. 	
<p>Child initiated learning (indoor & outdoor free-flow – all areas of EYFS curriculum covered) Daily routines and activities (Autumn main focus C&L and PSED but all areas of EYFS curriculum covered) Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time Snack time Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time</p>		
<p>Personal, Social and Emotional Development & JIGSAW (Being Me in My World & Celebrating Difference)</p>		
Activity	Skills	Knowledge
<p>Welcome new children to Ladybird class. Belonging to a group in Nursery, names of peers.</p>	<p>Separates from main carer with support and encouragement from a familiar adult. Can express their own feelings such as sad, happy, cross, scared, worried.</p>	<p>Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.</p>
<p>Classroom routines and rules.</p>	<p>Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns to share resources, sometimes with support from others.</p>

Curriculum Knowledge and Skills: P.S.H.C.E

		Can tolerate delay when needs are not immediately met, and understands wishes may not always be met.
Create a large spider web.	Interested in other's play and starting to join in.	Keep play going by responding to what others are saying or doing.
Introduce circle time.	Shows and understanding and cooperates with some boundaries and routines.	Is more outgoing towards unfamiliar people and more confident in new social situations.
Circle time: How to be a good friend and care for each other.	Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. May form a friendship with another child.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and adults.
Circle time: Feelings – happy or sad	Can express their own feelings such as sad, happy, cross, scared, worried.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.
Help others to feel welcome	I understand how it feels to belong and that we are similar and different.	
Try to make our Nursery/Pre-School community a better place	I understand how feeling happy and sad can be expressed.	
Think about everyone's right to learn	I can work together and consider other people's feelings.	
Care about other people's feelings	I can use gentle hands and understand that it is good to be kind to people.	
Work well with others	I am starting to understand children's rights and this means we should all be allowed to learn and play.	
Choose to follow the Learning Charter	I am learning what responsible means.	

Curriculum Knowledge and Skills: P.S.H.C.E

Accept that everyone is different.	I know how it feels to be proud of something I am good at.	
Include others when working and playing	I can tell you one way I am special and unique.	
Know how to help if someone is being bullied	I know that all families are different.	
Try to solve problems	I know there are lots of different houses and homes.	
Try to use kind words	I can tell you how I could make new friends.	
Know how to give and receive compliments	I can use words to stand up for myself.	

Curriculum Knowledge and Skills: P.S.H.C.E

Nursery	
Subject: Personal, Social and Emotional Development	
Topic: Dreams and Goals and Healthy Me	
Term: Spring	
22-36 months	30-50 months
<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feeling and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Can play in a group, extending play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns on shared resources, sometimes with support of others.

Curriculum Knowledge and Skills: P.S.H.C.E

	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behavior to different events, social situations and changes in routine. 	
<p>Daily routines and activities and Child Initated Learning (indoor & outdoor free-flow – all areas of EYFS curriculum covered) Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time Snack time Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time</p>		
<p>Personal, Social and Emotional Development & JIGSAW (Being Me in My World & Celebrating Difference)</p>		
Activity	Skills	Knowledge
Stay motivated when doing something challenging	I understand what a challenge means.	
Keep trying even when it is difficult	I can keep trying until I can do something.	
Work well with a partner or in a group	I can set a goal and work towards it.	
Have a positive attitude	I know some kind words to encourage people with.	
Help others to achieve their goals.	I can start to think about the jobs I might like to do when I'm older.	
Are working hard to achieve their own dreams and goals	I can feel proud when I achieve a goal.	
Have made a healthy choice	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.	

Curriculum Knowledge and Skills: P.S.H.C.E

	I understand how feeling happy and sad can be expressed.	
Have eaten a healthy choice	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.	
Have been physically active	I know what the word 'healthy' means and that some foods are healthier than others.	
Have tried to keep themselves and others safe	I know how to go to sleep and that sleep is good for me.	
Know how to be a good friend and enjoy healthy friendships	I can wash my hands and know that it is important to do this before I eat and after I go to the toilet.	
Know how to keep calm and deal with difficult situations	I know what to do if I get lost and how to say NO to strangers.	
Include others when working and playing	I can tell you one way I am special and unique.	
Know how to help if someone is being bullied	I know that all families are different.	
Try to solve problems	I know there are lots of different houses and homes.	
Try to use kind words	I can tell you how I could make new friends.	
Know how to give and receive compliments	I can use words to stand up for myself.	

Curriculum Knowledge and Skills: P.S.H.C.E

Nursery	
Subject: Personal, Social and Emotional Development	
Topic: Summer – Sand and Water	
Term: Summer	
22-36 months	30-50 months
<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feeling and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> Can play in a group, extending play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns on shared resources, sometimes with support of others.

Curriculum Knowledge and Skills: P.S.H.C.E

	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behavior to different events, social situations and changes in routine. 	
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Personal, Social and Emotional Development & JIGSAW (Being Me in My World & Celebrating Difference)		
Activity	Skills	Knowledge
Knows how to make friends	I can tell you about my family.	
Try to solve friendship problems when they occur	I understand how to make friends if I feel lonely.	
Help others to feel part of a group	I can tell you some of the things I like about my friends.	
Show respect in how they treat others	I know what to say and do if somebody is mean to me.	
Know how to help themselves and others when they feel upset and hurt	I can use Calm Me time to manage my feelings.	
Know and show what makes a good relationship	I can work together and enjoy being with my friends.	
Understand that everyone is unique and special	I can name parts of my body and show respect for myself.	

Curriculum Knowledge and Skills: P.S.H.C.E

Can express how they feel when change happens	I can tell you some things I can do and some food I can eat to be healthy.	
Understand and respect the changes that they see in themselves	I understand that we all start as babies and grow in to children and then adults.	
Understand and respect the changes that they see in other people.	I know that I grow and change.	
Know who to ask for help if they are worried about change.	I can talk about how I feel moving to School from Nursery.	
Are looking forward to change.	I can remember some fun things about Nursery this year.	
How did the Rainbow Fish feel with no friends?	Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.
Group discussion and sharing news		
Preparing for home time		

Curriculum Knowledge and Skills: P.S.H.C.E

Reception

Subject: Personal, Social and Emotional Development

Term: Autumn 1

Activity	Skills	Knowledge
<p>Autumn 1 Puzzle 1: Being Me in My World - Foundation 2 - Piece 1 - Who... Me?! Learning Intention/s: I understand how it feels to belong and that we are similar and different.</p> <p>Box of toys from the classroom. Children say which one they like. Explain toys are all different, so are they, but they are the same because they belong to the school. So in some ways we are the same but in others we are different.</p>	<ul style="list-style-type: none"> • To be able describe themselves in positive terms • To be able to speak confidently in a group • To be able to identify similarities and differences • To be able to explain own knowledge and understanding • To demonstrate friendly behaviour. 	<ul style="list-style-type: none"> • Knowledge of feelings • Knowledge of what belonging means • Understanding of how we are similar and different.
<p>Piece 2 – How am I feeling today? Learning Intention/s: I can start to recognise and manage my feelings.</p> <p>Look at photos. Children to name the emotion they are feeling. Children to say when they have felt happy and angry. What could they do to feel better. Discuss strategies. Explain all have a job as part of the class to be kind friends.</p>	<ul style="list-style-type: none"> • To be able to express my feelings • To be able label feelings • To share experiences. 	<ul style="list-style-type: none"> • Knowledge of different feelings and how label and identify them in themselves and others.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 3 – Being at School Learning Intention/s: I can work together and consider other people’s feelings.</p> <p>Role play- not sharing a toy and leaving a mess on the floor. Children identify the problems and solutions. Reiterate children are part of a class. All work together to look after each other and the class. Discuss how it feels when someone does not share.</p>	<ul style="list-style-type: none"> • To work as a team • To demonstrate friendly behaviour • To initiate conversations and attend to and take account of what others say • To respond to what others are doing or saying • To recognise feelings and emotions • To identify which strategies work for them. 	<ul style="list-style-type: none"> • Knowledge of different feelings and how label and identify them in myself and others. • What taking turns means • Knowledge of how to find resolutions to solve problems.
<p>Piece 4 – Gentle Hands Learning Intention/s: I understand why it is good to be kind and use gentle hands.</p> <p>Jenie would not let someone join the game and then hit that someone. Explained should have used words not hands. Children to share when they have either been hurt or cross or hit someone. Discuss feelings. Talk about strategies to use when feeling angry or if someone is annoying them.</p>	<ul style="list-style-type: none"> • To be confident to talk to other children and adults • Applying knowledge of rules and expected behaviours • To be able to play in a group • To be able to identify feelings and strategies to deal with those feelings. 	<ul style="list-style-type: none"> • Knowledge of how to be kind and what kindness looks like • Knowledge of boundaries and behaviour expectations • Knowledge that everyone has all sorts of feelings • Knowledge of strategies to deal with feelings in a safe manner.
<p>Piece 5 – Our Rights Learning Intention/s: I am starting to understand children’s rights and this means we should all be allowed to learn and play.</p> <p>Play ‘Jailer and thief.’ Discuss is it okay to take people’s things without asking? Discuss children’s rights. Discuss rules and why we have them and how it affects others if the rules are broken.</p>	<ul style="list-style-type: none"> • To be confident to speak to others about own needs and wants • To show understanding and cooperates with rules and boundaries • To be able to take turns and share resources • To be able to play in a group • To be able to show friendly behaviour. 	<ul style="list-style-type: none"> • Knowledge of school and class rules • Knowledge of expected behaviour Red and Green behaviour charts • Knowledge of ‘The Five Signs of Good Learning’ and clear behaviour expectations • Knowledge of how to play cooperatively.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 6 – Our Responsibilities Learning Intention/s: I am learning what being responsible means.</p> <p>Blindfold adult. Walk around room. Don't tell adult a table is coming up, so they knock into it. Blindfolded adult pretends to get cross and says you are meant to be looking after me and keeping me safe, but you are not. Recall last week's rights. Children to suggest how to make sure everyone has rights. E.g. right to be safe, responsibility to tidy classroom etc. Children to suggest how everyone can be safe, happy and learn at school.</p>	<ul style="list-style-type: none"> • To be able to accept the needs of others • To accept the needs of others • To be able to carry out simple jobs • To be able to take steps to resolve conflicts • To know how to be safe. 	<ul style="list-style-type: none"> • Knowledge of what being responsible means and looks like in practice • Knowledge of how to carry out responsibilities within the classroom • Knowledge of children's rights • To know what being safe means.
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Reception

Subject: Personal, Social and Emotional Development

Term: Autumn 2

Activity	Skills	Knowledge
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Curriculum Knowledge and Skills: P.S.H.C.E

<p>Autumn 2 Puzzle 2: Celebrating Difference - Foundation 2 - Piece 1 - What I am good at Learning Intention/s: I can identify something I am good at and understand that everyone is good at different things.</p> <p>Teacher to have special box full of things they are good at and enjoy. Explain why they are special. Children to say what they are good at, at school and why. Are we all good at/like the same things? Explain to children we are all good at different things and should be proud of our achievements. Explain how we should be happy for our friends who are good at different things and we can all help each other learn</p>	<ul style="list-style-type: none"> • To be confident to speak to others about needs, wants and interests • Express feelings and emotions • To be able to explain own knowledge and understanding and asks appropriate questions of others 	<ul style="list-style-type: none"> • Knowledge about own strengths • Identify personal strengths To know how we can help each other.
<p>Piece 2 – I’m Special, I’m Me! Learning Intention/s: I understand that being different makes us all special.</p> <p>Ask children if it is okay to be and do different things to the people around us? Children to discuss what they are good at. Talk about being unique and being who you want to be. Ask children if it matters if your friend likes something you don’t. Is it okay to wear different clothes.</p>	<ul style="list-style-type: none"> • To be confident to speak to others about needs, wants and interests. • To be able to describe self in positive terms. • To be able to identify similarities and differences. • Understanding of what ‘Unique’ means. 	<ul style="list-style-type: none"> • Knowledge of what makes them special. • Knowledge of similarities to each other and how they are different from each other. • Knowledge of what ‘Unique’ means.
<p>Piece 3 – Families Learning Intention: I know we are all different but the same in some ways.</p>	<ul style="list-style-type: none"> • To be confident to speak to others about needs, wants and interests. • To be able to describe self in positive terms. 	<ul style="list-style-type: none"> • Knowledge of what a family is and how families are similar and different. • Knowledge of what ‘Unique’ means.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Show children photos and ask how to sort them into two groups. E.g. old/young, male/female. Ask children can we group people? Reinforce idea that we all have some things that are the same but also unique and very different from each other. Ask children are we all the same/different? How? Are all our families the same?</p>	<ul style="list-style-type: none"> To be able to identify similarities and differences of families and what makes them unique. 	
<p>Piece 4 – Houses and Homes Learning Intention/s: I can tell you why I think my home is special to me.</p> <p>Children build 2 houses for teddies. Talk about similarities and differences. Show photos of different houses from around the world. Discuss similarities and differences. Children to talk about what the inside of their house is like. Highlight how our houses are special to us and unique.</p>	<ul style="list-style-type: none"> To be confident to speak to others about needs, wants and interests. To be able to listen to others. Explains own knowledge and understanding and asks appropriate questions of others. 	<ul style="list-style-type: none"> Knowledge of their homes and vocabulary to describe their homes.
<p>Piece 5 - Making Friends Learning Intention/s: I can tell you how to be a kind friend.</p> <p>Ask children to say how do we make friends? What can we say or do? Mind map ideas. Read a story about friends.</p> <p>Ask children how can we be kind friends? What can we do if we see someone by themselves?</p>	<ul style="list-style-type: none"> To be confident to speak to others about needs, wants and interests. Takes steps to resolve conflicts with other children. To demonstrate friendly behaviour, initiating conversations and attending to what others say. To be aware of the feelings and knows that some actions can hurt others feelings. 	<ul style="list-style-type: none"> Knowledge how to be a good friend and how to be kind. Knowledge of class rules. Knowledge of feelings and being able to identify how a friend is feeling.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>What can we say that would make us a kind friend?</p>		
<p>Piece 5 - Making Friends Learning Intention/s: I can tell you how to be a kind friend.</p> <p>Ask children to say how do we make friends? What can we say or do? Mind map ideas. Read a story about friends. Ask children how can we be kind friends? What can we do if we see someone by themselves? What can we say that would make us a kind friend?</p>	<ul style="list-style-type: none"> • To be confident to speak to others about needs, wants and interests. • Takes steps to resolve conflicts with other children. • To demonstrate friendly behaviour, initiating conversations and attending to what others say. • To be aware of the feelings and knows that some actions can hurt others feelings. 	<ul style="list-style-type: none"> • Knowledge how to be a good friend and how to be kind • Knowledge of class rules • Knowledge of feelings and being able to identify how a friend is feeling.
<p>Piece 6 - Standing Up For Yourself Learning Intention/s: I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Using teddies, set up as though they are playing. Then get one of them to start saying unkind things to the other. E.g. I don't like your jumper, it's horrible; it's not yours it's mine, your not doing it right etc. Children to discuss what they didn't like in the scenario. How did it make them feel seeing that unkind behaviour? Let children know it was a pretend scenario. Ask children, if they liked what they see? How does it make them feel? Is it ok to say unkind things and why? Ask children if we don't like what someone does or says to us, what can we do to fix it? Teach</p>	<ul style="list-style-type: none"> • To be more outgoing towards unfamiliar people and more confident in social situations. • To be confident to talk to other children • To be confident to ask adults for help. • To confidently speak to others about own needs, wants, interests and others. • To be empowered and confident to say when I do not like something or if I am feeling unhappy. 	<ul style="list-style-type: none"> • Knowledge of vocabulary to use when standing up for themselves • Knowledge of set phrases we use in school to tell someone when we are unhappy with a situation • Knowledge of who will help • Being able to identify when someone is being unkind and how to respond appropriately • Knowledge of feelings and related vocabulary • Knowledge of what empowered means.

Curriculum Knowledge and Skills: P.S.H.C.E

children to say "Stop! I don't like it!" when someone does or says something to them they don't like. Explain to children, if they hear those words they have to stop.		
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Reception		
Subject: Personal, Social and Emotional Development Term: Spring 1		
Activity	Skills	Knowledge

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Spring 1 Puzzle 3: Dreams and Goals – Foundation 2 - Piece 1 - Challenge Learning Intention/s: I understand that if I persevere I can tackle challenges.</p> <p>Set children a hard challenge, for example to build a tall tower with wooden bricks or cards etc. Ask children how they found the challenge? How did it make you feel? Read a story about a challenge (not giving up). What sorts of things do we do everyday that are tricky? Talk about how sometimes we may come across things that are hard. Discuss how we could, overcome them. If we do the same challenges again, what could we do to help us achieve them? Do you ever have problems with your friends? How do you sort these out?</p>	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To be confident to ask adults for help. • To be able to negotiate and solve problems without aggression. • To be able to understand that own actions affect other people. • To be resilient and not give up if something is challenging. • To develop a 'Growth Mindset.' 	<ul style="list-style-type: none"> • Know that life has challenges • Know how other people feel • Know which strategies will help them to deal with challenges.
<p>Puzzle 3: Dreams and Goals - Foundation 2 Piece 2 - Never Giving Up Learning Intention/s: I can tell you about a time I didn't give up until I achieved my goal.</p> <p>Encourage children to think of something they have done that they have found tricky to start with but with practice they and never giving up they have managed to do it. E.g. learning to walk, riding a bike, learning to swim etc. What have you found tricky? How did you do it? Children to share their experiences, elaborate more on the process involved of always trying, keep practicing and never giving up until you can do it.</p>	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To be able to negotiate and solve problems. • To share their experiences with others. • To have a 'Can do' attitude. • To be resilient and not give up if something is challenging. • To develop a 'Growth Mindset.' 	<ul style="list-style-type: none"> • Recall previous experiences • Knowledge of the strategies, which helped to achieve a goal. • Understanding that anyone can achieve their dreams/goals if they work hard enough.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Puzzle 3: Dreams and Goals - Foundation 2 - Piece 3 - Setting a Goal Learning Intention/s: I can set a goal and work towards it.</p> <p>Act out building a tower and then make it fall down. Do not rebuild it and say that you're giving up and leave it. Try doing some drawing/writing but again give up because you cannot do it. Then sit looking bored, saying things like you cannot do it, it is too hard. What will happen if I do not try and give up easily on everything? Explain to children there are things we may not be good at and want to get better at. Give examples of things they could work at in school or at home.</p>	<ul style="list-style-type: none"> • To be confident to speak to others. • To be able to say what goal they are aiming for. • To be resilient and not give up if something is challenging. • To develop a 'Growth Mindset.' 	<ul style="list-style-type: none"> • Know what I am good at and what I need to improve upon • Know what a 'goal' is • Understand what resilience means • Understand that it is possible to achieve anything, if you work hard.
<p>Puzzle 3: Dreams and Goals - Foundation 2 - Piece 4 - Obstacles and Support Learning Intention/s: I can use kind words to encourage people.</p> <p>Role-play scenario. One adult doing something and other adult says negative things about how they are doing, putting them down. Ask children how they felt watching and hearing unkind things being said/done. Adults to explain how they felt. One adult said they felt good because they were better at things than the other adult was. Other adult felt sad and felt like giving up. Ask children how that situation could be made better? How do you feel when people say horrible/ nice things to you? Ask children to say something kind about someone else in the</p>	<ul style="list-style-type: none"> • To be confident to talk to other children. • To be able to explain own knowledge and understanding, and ask appropriate questions of others. • To be able to explain how someone is feeling. • To understand the importance of friendships. 	<ul style="list-style-type: none"> • Know that own actions affect others • Know kind words • Knowledge of feelings and how other people's actions can affect you.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>room. Will this help you achieve your goal having the support of your friends?</p>		
<p>Puzzle 3: Dreams and Goals - Foundation 2 - Piece 5 - Flight to the Future Learning Intention/s: I understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>Show children pictures of a range of jobs adults do. Children to pretend to be adults and they need to have a job. Children to take turns to pick a picture of a job in a box and act out for children to guess. Ask children, what would we need to do now to help us get a job in the future? What things do we need to learn to help us achieve our dream job?</p>	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To be able to describe self in positive terms. • To identify what I need to do to achieve my dream job. 	<ul style="list-style-type: none"> • Knowledge of different jobs and occupations • Knowledge of the importance of learning • Knowledge of how to achieve and what this means.
<p>Puzzle 3: Dreams and Goals - Foundation 2 - Piece 6 - Award Ceremony Learning Intention/s: I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Show children a special bag or box. Explain that is where our goals go once we achieve them. Each child to go through their goals from piece 3. Do we think they have achieved their goal? As a class, talk through each one and say how we feel they have achieved it. Children then get to put their goal in a special bag/box. Ask children, how did they achieve their goal? What would they like to aim for next?</p>	<ul style="list-style-type: none"> • To be able to recognise my feelings. • To be able to recognise and feel pride. • To be able to describe self in positive terms and talk about abilities. • To identify and talk about goals. • To be able to explain how I achieved a goal. • To share aspirations and set myself new goals. 	<ul style="list-style-type: none"> • Know what I am good at and what I need to improve upon • Know what a 'goal' is and what 'proud' is • Develop my knowledge of feelings and emotions and label them.

Curriculum Knowledge and Skills: P.S.H.C.E

Reception

Subject: Personal, Social and Emotional Development

Term: Spring 2

Activity	Skills	Knowledge
Spring 2 Puzzle 4: Healthy Me - Foundation 2 - Piece 1 - Everybody's Body!	<ul style="list-style-type: none">To be able to eat healthily and exercise.To be able to confidently say how exercise affects my body.	<ul style="list-style-type: none">Know what being healthy meansKnow and understand the importance of exercise and how it affects the body

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Learning Intention/s: I understand that I need to exercise to keep my body healthy.</p> <p>Children sit in a circle and share their photos/certificates. Say why they enjoy them. Could they always do those things or is it something they had to learn and keep practicing? Why do we exercise? Why is it important? What happens to their bodies when they exercise? Does anything change? Quick experiment: jump up and down as quickly as they can for one minute. (Have timer available for children to grasp concept of the length of a minute.) How do they feel now/what changes have happened?</p>	<ul style="list-style-type: none"> • To recognise how my body feels and changes after exercise. 	<ul style="list-style-type: none"> • Recognises changes in my body after exercising.
<p>Puzzle 4: Healthy Me – Foundation 2 – Piece 2 – We like to move it, move it!</p> <p>Learning Intention/s: I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>Recap some of the sports and exercises they thought of in the previous Piece. Split class into groups of 3/4 and give them a sport they have to act out. Children demonstrate to rest of the class, and the children try to guess which sport it is; they need to use their whole bodies.</p> <p>Questions: Feel your hearts: what is happening? How does your breath feel? What does your skin feel like? Why is it important to exercise?</p> <p>Children to lay down and stretch each part of the body-use all the correct terms for the bodies</p>	<ul style="list-style-type: none"> • To be able to make informed decisions about healthy food choices. • To be able to express my own preferences. • To be able to accept the needs of others. • To be able to explain own knowledge and understanding, and ask appropriate questions of others. • To be able to identify how my body is feeling and then changes which occur after exercising. • To name parts of the body. 	<ul style="list-style-type: none"> • Know which are healthy and unhealthy foods • Know why it is important to eat healthy and what a healthy diet includes • Knowledge of where my heart is and what it does • Knowledge of different exercises and sporting activities. • Label parts of the body (both inside and out).

Curriculum Knowledge and Skills: P.S.H.C.E

<p>including less familiar ones (wrists, ankles, elbows etc).</p>		
<p>Puzzle 4: Healthy Me – Foundation 2 –Piece 3 – Food, Glorious Food Learning Intention/s: I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Make a sandwich and fill it with crisps, sweets, cakes, etc. (it will be a MASSIVE sandwich). Teacher to verbalise their thinking e.g. ooh I love cake, let's put that in, I love Coke and then pour coke over the top, etc. Pretend to be about to eat it and ask TA to come in, act shocked and take the sandwich away.</p> <p>Why was the sandwich taken away? Let children talk about this for a minute and share opinions. Take shopping bags, go through the foods, decide which foods were healthy and which foods are less healthy, and sort in to groups. Ask the question: should we never eat less healthy foods? Discuss. What does healthy food do to our bodies? If you ate less healthy food all the time what would happen to your body? From the bag of food, what is your favourite piece of healthy food? Why do you like it? How does it make your body feel? Listen to 'Food, Glorious Food' song to finish.</p>	<ul style="list-style-type: none"> • Explain what healthy means. • Make healthy food choices. • Explain what healthy foods do to our bodies. • Explain what will happen to my body if I eat too many unhealthy foods/drinks. 	<ul style="list-style-type: none"> • Know what healthy means • Know which foods are healthy/unhealthy • Name different foods and drinks.
<p>Puzzle 4: Healthy Me - Foundation 2 - Piece 4 - Sweet Dreams</p>	<ul style="list-style-type: none"> • Be able to sleep. • Suggest ideas of how to help people to sleep. 	<ul style="list-style-type: none"> • Know why it is important to sleep • Know how to help myself sleep • Know that sleep is just as important for you as exercise and food.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Learning Intention/s: I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>Jigsaw Jenie yawns and shows the children: dressing gown, pyjamas, teddy, hot water bottle, glass of milk, nightlight and a story book hidden away and reveals one at a time. Can children identify what time of the day these things are most often used? Show clip of 'Chitty Chitty Bang Bang', where dad sings to the children as they go to sleep (Hushabye Mountain). Children share what they do at home before they go to sleep (bedtime routines). Questions: What time do they go to bed? (Show time on clock.) What do they do before they go to sleep? What do they wear? Do they cuddle anything? Do they say prayers before sleep? Do they dream?</p> <p>Children to lie down. Play a lullaby. Children to close eyes and take slow, deep breaths. Remind them what happens to our bodies when we are asleep. That's when we grow and our bodies repair themselves. Sleeping is just as important and good for you as food and exercise. At end of song, children to pretend to wake up, yawn, stretch and start the day!</p>	<ul style="list-style-type: none"> • Explain why sleep is so important for my health and well-being. • Share my knowledge of my sleep routine. 	
<p>Puzzle 4: Healthy Me - Foundation 2 - Piece 5 - Keeping Clean</p> <p>Learning Intention/s: I can wash my hands thoroughly and understand why this is</p>	<ul style="list-style-type: none"> • I will be able to wash my hands properly • I will be able to tell you why it is important to wash my hands. 	<ul style="list-style-type: none"> • Understand the importance of washing hands before eating and after going to the toilet

Curriculum Knowledge and Skills: P.S.H.C.E

<p>important especially before I eat and after I go to the toilet.</p> <p>Jigsaw Jenie show children an array of fruit and vegetable snacks - they need to be FILTHY. Offer them to children. Watch for their responses. Pretend to be about to eat them. Act confused when children stop you. (Ad lib if they don't!) Ask them to explain why you should not eat them. Wash one of the pieces of fruit/vegetables.</p> <p>Explain that when they DON'T wash their hands before they eat, it's like eating a carrot/apple covered in dirt. The dirt and germs on their hands are often invisible. Chat with each other about all the ways we use soap and water e.g. washing cars, dishes, clothes, etc. Everyone to wash their hands properly. What happens if we don't wash our hands? What do germs do? Would you go to a restaurant/see the head teacher/visit grandparents covered in mud? Keeping ourselves clean can also be a sign of respect.</p>	<ul style="list-style-type: none"> • I will know that own actions affect other people. • I will understand that keeping clean is a sign of respect. 	<ul style="list-style-type: none"> • Develop awareness, that keeping clean is a sign of respect • Know what germs are and how to avoid them.
<p>Puzzle 4: Healthy Me - Foundation 2 - Piece 6 - Stranger Danger Learning Intention/s: I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Read Red Riding Hood. Did RRH know the wolf? He was a stranger. Should she have talked to him? Jigsaw Jenie asks the children; What does a</p>	<ul style="list-style-type: none"> • I will be able to keep myself safe and have an awareness of strangers. • I will know what to do if a stranger approaches me. • I will be able to identify what a stranger is. • I will be able to say how I am feeling. • I can help to keep myself safe. 	<ul style="list-style-type: none"> • Know what a stranger is • Know what to do if a stranger approaches me • Know what to do if I get lost • Recognise what feelings and emotions I will feel when I am scared or worried.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>stranger look like? Read 'Not Everyone is Nice' by Ann Tedesco (or similar). A stranger is anyone you don't know. Strangers can be men, women or teenagers. If you have never met them in real life, they are a stranger! Although there are kind strangers, some strangers are not always kind and some can hurt you. A stranger who is not kind does not have to look scary. They can be good-looking, clean and well-dressed. There is no way to tell if someone is good just by looking at them. Bad people can pretend to be nice to try to fool you. Don't be fooled! Just stay away. What do strangers look like? What should you do if you get lost? How can you get help, who do you go to? Things to remember: grown-ups who need help would ALWAYS ask another grown-up for help, so if they are asking you for help, say NO and DON'T GO. This includes someone who asks for directions or wants to show you an animal. You should not tell someone you don't know your name or where you live, unless your adult says it is OK. Do not leave with someone you don't know. Your adult will never ask a stranger to get you. Do not take anything from a stranger, especially sweets, an animal, money or a ride in their car. If you feel scared, find someone who will help you.</p>	<ul style="list-style-type: none">• I will know who to go to for help.	
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Curriculum Knowledge and Skills: P.S.H.C.E

Reception

Subject: Personal, Social and Emotional Development

Term: Summer 1

Activity	Skills	Knowledge
Summer 1 Puzzle 5: Relationships – Foundation 2 –Piece 1 – My Family and Me!	<ul style="list-style-type: none">I will understand the importance of doing a job at home.I will know what jobs are and my role.	<ul style="list-style-type: none">Know what a job isKnow how I can be helpful in my homeIdentify what jobs my family do at home.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Learning Intention/s: I can identify some of the jobs I do in my family.</p> <p>Jigsaw Jenie asks children what a family is, as she thinks she does not have one. (whole class) Hot-seating activity. Have photo on whiteboard, encourage children to ask questions about who is in the photo, what are they like and what is happening.</p> <p>Recap rules. Show picture of your family. Talk about names, what they are like, what jobs/activities they do. Children to take it in turns to talk about who is in their family. Questions: Who they are/what they do/what are they like?</p> <p>Just like the adults in our families have jobs (working/making lunch boxes/giving baths) to look after the family, we have jobs too. What do we think your job in our family is/should be? THINK activity - What would happen if no one did their jobs?</p>	<ul style="list-style-type: none"> • I will understand the importance of helping each other and being part of a family. 	
<p>Puzzle 5: Relationships – Foundation 2 –Piece 2 – Make Friends, Make Friends, Never Ever Break Friends! Part 1</p> <p>Learning Intention/s: I know how to make friends to stop myself from feeling lonely.</p> <p>Show lonely child photo, ask children how they think she is feeling and why. Explain she is lonely. What does 'lonely' mean? Jigsaw Jenie</p>	<ul style="list-style-type: none"> • I will be able to make friends. • I will know how to be a good friend. • I will be able to take turns and share. • I will say kind things. • I will be confident to ask an adult for help to make friends. • I will be able to say when I feel lonely and what this means and how it can feel. 	<ul style="list-style-type: none"> • How to make friends • What being a friend looks like • Recognise feelings in myself and others • Label feelings and emotions e.g. feeling lonely.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>can share when s/he has felt lonely. Can children offer solutions?</p> <p>Build a friend game. Use blown-up version of template. Using phonics they know, write down on each body part things that they look for in a friend, e.g. kind hands, funny, smiley face, etc.</p> <p>Think of your friends: what is it you like best about them? What do they like about you?</p> <p>What can you do if you see someone feeling lonely and what could you do if you are the one who is feeling lonely? Encourage these friendships by giving out class rewards (stickers, certificate, points on chart) if you see children being a 'good' friend.</p>		
<p>Puzzle 5: Relationships - Foundation 2 - Piece 3 - Make Friends, Make Friends, Never Ever Break Friends! Part 2</p> <p>Learning Intention/s: I can think of ways to solve problems and stay friends.</p> <p>Have a painting/picture (done by a member of staff) that has been scribbled on/ripped by another member of staff. The adult is to explain how angry and upset they are feeling and they don't want to be friends with that adult anymore.</p> <p>Read 'George and Martha' (or similar story): The Complete Stories of Two Best Friends'. Stop at</p>	<ul style="list-style-type: none"> • Maintain friendships. • Know how to be a good friend. • Confident to speak to others about own needs, wants, interests and opinions. • Negotiate and solve problems. • Understand that own actions affect other people. 	<ul style="list-style-type: none"> • What is a friend • How to be a good friend • How to negotiate • Strategies to solve disagreements.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>strategic points of the book, e.g. when the friend's interactions are not always perfect</p> <p>Have you ever argued/fallen out with a friend? What happened? Why? How did you feel? How did you make friends again?</p> <p>Recap the adults' argument. Can the children suggest ways to make things better? Write down suggestions. Act out resolution. Shake hands saying "Make friends, make friends, never ever break friends!" Encourage them to do the same next time they have a falling-out.</p>		
<p>Puzzle 5: Relationships - Foundation 2 - Piece 4 - Falling Out and Bullying Part 1 Not using the term 'Bullying' using kind/unkind Learning Intention/s: I am starting to understand the impact of unkind words.</p> <p>Role play with two teddies. 1 teddy saying/doing unkind things to the other. Every time they say something, squirt a bit of cream/shaving foam on to a tray.</p> <p>Go through the bag, read the phrases. Which ones should go where (sparkly bag or bin) and why?</p> <p>Have the bin and sparkly box out in the middle of the room. Ask children what they would use each container for and why.</p>	<ul style="list-style-type: none"> • I can solve or negotiate problems without being angry. • I know that my actions affect others. • To be able to speak confidently in a group. 	<ul style="list-style-type: none"> • Identify and label feelings and emotions • Understand how my behaviour affects others.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Ask adult to come in the room and get the children to say/read some of the negative statements - how do they feel when they hear these things? Now read the positive statements - how do they feel now? Squirt the cream on to the plate. Explain that bad words/unkind words are like the cream/foam: once they are out they can never go back in. So think before you speak...</p>		
<p>Puzzle 5: Relationships – Foundation 2 –Piece 5 – Falling Out and Bullying Part 2 Learning Intention/s: I can use Calm Me Time to manage my feelings.</p> <p>Show YouTube clips (or similar) of tantrums/angry children. How are they feeling? How do you know that?</p> <p>Recap last week’s session. Have you ever felt really angry? Discuss in talk partners. Encourage a few examples. If not, adult to give an example of when they felt really angry. What do people do when they are angry? Think of ways that they could calm down. Practice them: clenching and releasing fists, deep breaths, walk away. In small groups, role-play with puppets. Do a Calm Me time and encourage children to do this if they feel angry.</p> <p>Questions: Jigsaw Jenie asks children: What could you do if you are feeling really angry and want to calm down?</p>	<ul style="list-style-type: none"> • I can recognise when I am feeling angry or cross. • I know strategies to calm me down. • Confident to speak to others about own needs, wants, interests and opinions. • I can solve or negotiate problems without being angry. 	<ul style="list-style-type: none"> • Knowledge of feelings and emotions • Recognise when I am feeling angry or cross • Knowledge of strategies to help with calming down.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Show a couple of puppets being angry and then calming down. Play some calming music - children to take deep breaths and imagine a place they feel happy in. How does it make them feel? Can they use their Calm Me time to calm themselves down?</p>		
<p>Puzzle 5: Relationships - Foundation 2 - Piece 6 - Being the Best Friend We Can Be Learning Intention/s: I know how to be a good friend.</p> <p>Play a song about friendship.</p> <p>Match the pairs of friends e.g. Woody with Buzz, Timon with Pumba, etc. Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure that they stay good friends? What does being a friend mean? What things should you do? What things should not you do?</p> <p>Walk round classroom and, when the music stops, find a friend and tell them why they like them.</p>	<ul style="list-style-type: none"> • I can make friends. • I can take turns and share with my friends. • I am kind towards my friends. • I can solve or negotiate problems without being angry. 	<ul style="list-style-type: none"> • Understand what makes a good friend • Know how to share and take turns • Vocabulary to describe the characteristics of a good friend.

Reception

Subject: Personal, Social and Emotional Development

Term: Summer 2

Activity	Skills	Knowledge
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Curriculum Knowledge and Skills: P.S.H.C.E

<p>Summer 2 Puzzle 6: Changing Me – Foundation 2 –Piece 1 – My Body Learning Intention/s: I can name parts of the body.</p> <p>Draw around a child onto paper. Give the children two minutes to talk to each other and see if they can name as many parts of the body as possible.</p> <p>Walk round classroom and, when the music stops, find a friend and tell them why they like them.</p> <p>Using Post-it notes or the body part labels provided, label as many parts of the body as possible including inside the body. Questions: Can you name different parts of the body? What does each part do? Why is it important?</p> <p>As you label the big picture ask whether the children can say what each part does. Refer to the suggested book or another similar non-fiction book that can provide information on the different parts of the body.</p>	<ul style="list-style-type: none"> • I can name parts of the body and say what they do and why they are important • To be able to speak confidently in a group. 	<ul style="list-style-type: none"> • Name parts of the body • Know the different functions of parts of the body.
<p>Puzzle 6: Changing Me - Foundation 2 - Piece 2 - Respecting My Body</p>	<ul style="list-style-type: none"> • Identify healthy foods. • Explain why certain foods are healthy/unhealthy. 	<ul style="list-style-type: none"> • Knowledge of healthy and unhealthy foods • Names of different foods

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Learning Intention/s: I can tell you some of the things I can do and foods I can eat to be healthy.</p> <p>Provide two containers and a large selection of objects/pictures of foods. Ask the children to sort them according to what is healthy and not so healthy for our bodies.</p> <p>What do we need to do to keep our body healthy and happy? Look through the pictures/objects and discuss how they were sorted. Can we tell Jigsaw Jenie how to be healthy? What will happen if we eat less healthy food all the time? How would it make us feel? What would happen to our bodies? What do we need to do to keep healthy and happy?</p>	<ul style="list-style-type: none"> • Able to make healthy choices • Speak confidently. 	<ul style="list-style-type: none"> • What healthy and unhealthy mean.
<p>Puzzle 6: Changing Me – Foundation 2 – Piece 3 – Growing Up</p> <p>Learning Intention/s: I understand that we all grow from babies to adults.</p> <p>Read a story about growing up.</p> <p>Talk about how children have already changed from being a baby to now. Talk about visible features as well as abilities. Show children the picture cards of different stages in life.</p> <p>Questions: Can they put them in the correct order?</p> <p>How will we change as we grow up? What will we be able to do that we can't do now? Pass</p>	<ul style="list-style-type: none"> • Explain how we all grow and change from babies to adults. • Explain what changes happen as we grow. • Identify feelings and emotions. 	<ul style="list-style-type: none"> • Knowledge of the changes from babies to adults • Vocabulary to describe those changes • Knowledge of feelings and emotions.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Jigsaw Jenie around the circle and ask children what they are excited about being able to do when they grow up that they can't do now. How do we need to look after ourselves as we grow up?</p>		
<p>Puzzle 6: Changing Me - Foundation 2 - Piece 4 - Fun and Fears Part 1 Learning Intention/s: I can express how I feel about moving to Year 1.</p> <p>Ask children to move around the room in a happy way, then a sad way. Children to move around in different ways according to different emotions. Children take turns to hold Jigsaw Jenie during this activity.</p> <p>Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read the suggested story or one similar about having worries and that the best thing to do is to share them. Tell children that it is only natural to be feeling lots of different emotions.</p> <p>Questions: What are you excited about? Are you nervous about anything? Are you scared about anything?</p> <p>Record children's thoughts and ideas and place in a worry box.</p>	<ul style="list-style-type: none"> • I can express my feelings and emotions about transition into Year One. • I can say what I am excited/nervous/scared about. 	<ul style="list-style-type: none"> • Knowledge about moving from Reception to Year One • Knowledge of the changes and expectations • Knowledge of emotions and being able to recognise and describe those feelings.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Let them know that Jigsaw Jack (orange Jigsaw Friend) will be waiting for them in next year.</p> <p>Children to take a deep breath in and out and feel excited about next year.</p>		
<p>Puzzle 6: Changing Me - Foundation 2 - Piece 5 - Fun and Fears Part 2</p> <p>Learning Intention/s: I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>Play some music. Ask children if they can move happily to the music. How could they move so it looks like they were sad? Can they move around looking excited/worried? Children take turns to hold Jigsaw Jenie during this activity.</p> <p>Sit children in a circle and tell them that Jigsaw Jenie is feeling a little scared as she is going to visit Year 1 soon. Can the children help cheer Jenie up?</p> <p>Questions: Is there anything exciting about going to Year 1 that they can tell her about? Jigsaw Jack is in Year 1 waiting to meet them all. (Can he come to Reception to visit this lesson?)</p> <p>Ask the children to share some of the things they are excited about or worried about when they go to Year 1? Try to talk about some of</p>	<ul style="list-style-type: none"> • I can identify how I feel. • I can share my worries with others. • I can speak confidently about my feelings towards moving to Year One. 	<ul style="list-style-type: none"> • Knowledge of feelings and emotions.

Curriculum Knowledge and Skills: P.S.H.C.E

<p>the fears/ worries they may have and how to overcome them.</p>		
<p>Puzzle 6: Changing Me - Foundation 2 - - Summer 2 Piece 6 - Celebration Learning Intention/s: I can share my memories of the best bits of this year in Reception.</p> <p>Children to think about what they enjoy about being in Reception. Ask the children to think about all the things we have achieved this year. What has been their favourite thing this year? Grown-ups share their favourite memory from the past year. Jigsaw Jenie shares her favourite moments.</p> <p>Show children special box. Explain to them that this is a special box that holds all the wonderful memories of the last year. Pass the box round the circle and get the children to talk about their favourite thing of the last year and put it in the box.</p> <p>Questions: What has been your favourite thing this year? What have we achieved this year? What have you learnt to do?</p> <p>Close the box and explain how we will always have the memories of all the fun and exciting things we have done and that the next year will also be full of fun and exciting things that they will always remember.</p>	<ul style="list-style-type: none"> • I can talk confidently about my memories. • I can identify what I have enjoyed in Reception. 	<ul style="list-style-type: none"> • Recall of what I have enjoyed in Reception

Curriculum Knowledge and Skills: P.S.H.C.E

Year 1		
Subject: PSHCE Topic: Being Me in My World Term: Autumn		
Activity	Skills and Knowledge	Key Vocabulary
Puzzle 1: Being Me in My World		<ul style="list-style-type: none">• Safe

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 1: Special and Safe</p> <p>Still in the circle, give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons. Show them the Piece 1 page and ask them to draw a picture of themselves feeling safe and special.</p>	<ul style="list-style-type: none"> • Know how to use my Jigsaw Journal. • Feel special and safe in my class. 	<ul style="list-style-type: none"> • Special • Calm
<p>Piece 2: My Class</p> <p>In their Jigsaw Journals, ask the children to draw a picture of themselves learning well with their friends. Children then share with their learning partners what they have drawn and explain how this helps them to learn. Some children share this with the whole class, the teacher summarises the rights and responsibilities for their classroom using the children's ideas.</p>	<ul style="list-style-type: none"> • Understand the rights and responsibilities as a member of my class. • Know that I belong to my class. 	<ul style="list-style-type: none"> • Belonging • Special • Rights • Responsibilities
<p>Piece 3 Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Understand the rights and responsibilities of being a member of my class. • Know how to make my class a safe place for everybody to learn. 	<p>Rights Responsibilities Learning Charter</p>

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Ask the children, perhaps using thinking partners first, to think of one rule they think is important for happy learning in school. Using Jigsaw Jack as the talking object, pass around and ask the children to share their ideas.</p> <p>The teacher should summarise the children's ideas on a flip chart or whiteboard in 5 or 6 simple sentences using present tense, positive and inclusive language such as ...</p> <p>We are kind We listen We work hard</p> <p>This reinforces that these 'rules' apply to everyone including the adults and is happening now.</p> <p>Explain that we all have a right to be in a class where these things are happening and we all have a responsibility to make sure they happen. We can choose whether to follow the rules or not? Explain that these rules are going to be part of the class learning charter. Ask the children for a thumbs-up if they agree with the rules.</p>		
<p>Piece 4 Rewards and Feeling Proud</p> <p>In their pairs, the children take turns to read their ticket to their partner (the teacher or teaching assistant may need to help with this) and say how they feel. Do they feel proud, pleased, and happy? Can they think of other</p>	<ul style="list-style-type: none"> • Know my views are valued and can contribute to the Learning Charter. • Recognise how it feels to be proud of an achievement. 	<ul style="list-style-type: none"> • Rights and Responsibilities • Learning Charter • Rewards • Proud

Curriculum Knowledge and Skills: P.S.H.C.E

<p>feeling words? Pass Jigsaw Jack around and ask the children to say how they feel. "I feel..."</p> <p>Children stick their 'I am proud of you' ticket into their Jigsaw Journal.</p>		
<p>Piece 5 Consequences</p> <p>Show the children the piece of flip chart from lesson 3 (Piece 3) and remind them of the 'rules' they decided were helpful for learning. In pairs invite the children to think of a possible consequence if each rule was not followed. Using Jigsaw Jack as the talking object, share the children's ideas. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences. If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good. Exemplify by giving some made up examples from the classroom reinforcing the language of choice, responsibility and consequence.</p>	<ul style="list-style-type: none"> • Recognise the choices I make and understand the consequences. • Recognise the range of feelings when I face certain consequences. 	<ul style="list-style-type: none"> • Rights and Responsibilities • Learning Charter • Consequences • Upset • Disappointed
<p>Piece 6 Owning our Learning Charter</p>	<ul style="list-style-type: none"> • Understand my rights and responsibilities within our Learning Charter. • Understand my choices in following the Learning Charter. 	<ul style="list-style-type: none"> • Rights Responsibilities • Learning Charter • Illustration • Rewards • Consequences

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Divide the children into smaller groups. Each group is going to draw a picture of their classroom following the Learning Charter. Before giving each group a piece of flip chart and colouring pencils/pens ask the children what Jigsaw Jack might see if everyone was following the Charter? These are the things they should draw on their pictures. While the children are doing this activity, circulate amongst the groups and ask them to explain why they feel that their class is a happy and safe place to learn.</p>		
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Curriculum Knowledge and Skills: P.S.H.C.E

Year 1		
Subject: PSHCE Topic: Celebrating Differences Term: Autumn 2		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 2- Celebrating Differences</p> <p>Piece 1 and 2- The same as...</p> <p>Children identify three similarities or ways that they are the same as their partner. Using Jigsaw Jack as the talking object, share these in the circle, ensuring that all children have grasped this concept.</p> <p>Back at their tables and sitting with in their pair, give each child the T-shirt template for their gingerbread person. Ask children to draw/write onto their T-shirt template three ways they are similar to the partner with whom they are working.</p>	<ul style="list-style-type: none"> • Identify similarities between people in my class. • Tell you some ways in which I am the same as my friends. 	<ul style="list-style-type: none"> • Same as • Similarity/ similar • Difference from • Different
<p>Piece 3 and 4 Being kind</p> <p>Pass Jigsaw Jack around the circle and ask for examples of red and green choices.</p>	<ul style="list-style-type: none"> • I understand red and green choices. • I know some people I could talk to if I was unhappy. 	<ul style="list-style-type: none"> • Deliberate • On purpose • Unfair • Included

Curriculum Knowledge and Skills: P.S.H.C.E

<p>On the shoes template, children write or draw the top two things they could do if they were feeling worried or upset.</p> <p>They stick their shoes onto their gingerbread template and share their ideas.</p>		
<p>Piece 5 Making new friends</p> <p>Each child has a blank friendship token and draws/ writes on it one thing they could offer a new friend, e.g. sharing toys, playing games, making their friend laugh, etc.</p> <p>Share the ideas of what the children would like to offer to new friends and suggest they try to make new friends this week.</p>	<ul style="list-style-type: none"> • Know how to make a new friend. • Know how it feels to make a new friend. 	<ul style="list-style-type: none"> • Sharing • Turn-Taking • Welcoming • Friendly • Polite
<p>Piece 6 Celebrating Me</p> <p>Children to complete the Celebrating me label. On one side of the label the children write/draw what makes them special and unique. Ask them, 'Why is it important that we are special and unique?'</p> <p>On the other side of the label the children complete the sentence stem: 'One way I am kind to people in my class is.....'</p>	<ul style="list-style-type: none"> • Tell you some ways I am different from my friends. • Understand these differences make us all special and unique. 	<ul style="list-style-type: none"> • Celebration • Difference • Special • Unique

Year 1

Subject: PSHCE

Curriculum Knowledge and Skills: P.S.H.C.E

Topic: Dreams and Goals Term: Spring 1		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 3 – Dreams and Goals</p> <p>Piece 1 My Treasure Chest of Success</p> <p>Each child decorates their own small treasure chest. Children decorate these and, whilst they are doing this, the teacher reminds them that these boxes will be special because they will store children’s successes.</p>	<ul style="list-style-type: none"> • Set simple goals. • Tell you about the things I do well. 	<ul style="list-style-type: none"> • Proud • Success • Achievement • Goal • Treasure • Coins
<p>Piece 2 Steps to Goals</p> <p>Invite the children in their pairs/talk partners to think about how they have just learnt to make a jam sandwich. Share some of their suggestions. Draw out from their ideas that we often learn by listening/ watching/ doing and maybe a mix of all three. Give each pair a challenge e.g. building a block tower, making a dog from playdough and help them think about how they learn (seeing, doing, and listening).</p>	<ul style="list-style-type: none"> • Set a goal and work out how to achieve it. • Tell you how I learn best. 	<ul style="list-style-type: none"> • Goal • Learning • Stepping Stones • Process • Garden • Dreams
<p>Piece 3 Achieving Together</p> <p>In partners, children are set the goal of designing a welly, illustrating their shared goal. The pair needs to agree how to design the welly and how they go about this task (e.g. who does what, the materials they use, etc.)</p>	<ul style="list-style-type: none"> • Understand how to work well with a partner. • Celebrate achievement with my partner. 	<ul style="list-style-type: none"> • Working together • Team work • Achievement • Celebrate

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 4- Stretchy Learning</p> <p>Set the children the new challenge of making their own stretchy flower. Explain that this is a new challenge and will stretch their learning.</p> <p>They might need to keep trying in order to achieve the goal. Ensure they understand the stepped process and encourage them to be as imaginative as possible when they make their flowers.</p>	<ul style="list-style-type: none"> • Tackle a new challenge and understand this might stretch my learning. • Identify how I feel when faced with a new challenge 	<ul style="list-style-type: none"> • Learning • Stretchy • Challenge • Feelings
<p>Piece 5- Overcoming obstacles</p> <p>Either the teacher, or a child volunteer can then 'act out' each of the steps of Pauli's trip along the stepping stones, using the children's ideas and suggestions for each step. Reinforce that Pauli's challenge was difficult and that sometimes we all face obstacles when we are working towards a challenge. Perhaps we also get some of the feelings the penguins felt when things were hard?</p> <p>Invite the children to reflect in talk partners about something they have found difficult and how they kept going. Using Jigsaw Jack as the talking object each pair can share, if they wish, what they talked about with the class.</p>	<ul style="list-style-type: none"> • Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. 	<ul style="list-style-type: none"> • Challenge • Obstacle • Overcome • Achieve • Goal • Stepping Stones
<p>Piece 6- Celebrating My success</p> <ul style="list-style-type: none"> • How do you celebrate your successes? • What sort of feelings do you have when you are successful? 	<ul style="list-style-type: none"> • Tell you how I felt when I succeeded in a new challenge and how I celebrated it. 	<ul style="list-style-type: none"> • Success • Celebration • Challenge • Internal Treasure chest • Feelings Goals • Dreams • Garden

Curriculum Knowledge and Skills: P.S.H.C.E

<ul style="list-style-type: none">• Why is it important to have an 'internal treasure chest'?• Can our 'internal treasure chests' help us in the future?	<ul style="list-style-type: none">• Know how to store the feelings of success in my internal treasure chest.	
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Curriculum Knowledge and Skills: P.S.H.C.E

Year 1		
Subject: PSHCE Topic: Healthy Me Term: Spring 2		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 4- Healthy Me</p> <p>Piece 1- Being Healthy Show the PowerPoint slides again and ask the children to mime actions for each of the main healthy lifestyle messages shown. Then, using the instruction sheet, do the Healthy Balance Sum.</p>	<ul style="list-style-type: none"> Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy and feel good. 	<ul style="list-style-type: none"> Healthy Unhealthy Balanced Exercise Sleep
<p>Piece 2- Healthy Choices</p> <p>Children identify as many healthy choices as they can. Give each pair a template of a child and ask them to draw or write around the picture all their healthy choices.</p>	<ul style="list-style-type: none"> Know how to make healthy lifestyle choices and feel good about myself when I make healthy choices. 	<ul style="list-style-type: none"> Healthy Unhealthy Balanced Exercise Sleep Choices
<p>Piece 3- Clean and Healthy</p> <p>Working in small groups, children sort pictures of household items/products into the rooms where they would be found, either kitchen or bathroom; then each pair takes, for instance, the kitchen pictures and sorts those into items safe for them to use/not safe for them to use.</p> <p>Debrief reasons why some items are safe/unsafe for them at this age.</p>	<ul style="list-style-type: none"> Know how to keep myself clean and healthy, and understand how germs cause disease/ illness. Know that all household products including medicines can be harmful if not used properly. Recognise that I am special so I keep myself safe. 	<ul style="list-style-type: none"> Healthy Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap, hygienic Safe

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 4- Medicine Safety</p> <p>Explain to the children that they are going to play a game to decide whether things are healthy, unhealthy or OK sometimes. Working in groups of 3 or 4, children look at the picture cards of things we put into our bodies and decide whether they go into the 'always healthy/safe' pile, the 'never healthy/safe' pile or the 'OK sometimes' pile.</p>	<ul style="list-style-type: none"> • Understand that medicines can help me if I feel poorly and I know how to use them safely. • Know some ways to help myself when I feel poorly. 	<ul style="list-style-type: none"> • Medicines • Healthy • Unhealthy • Trust • Safe
<p>Piece 5- Road safety</p> <p>Take a child through the 6 steps while the other children tell him what to do next to stay safe. Ask the children who they could ask to help them if they didn't feel safe crossing the road. Draw out from them that it is OK to feel frightened doing things like crossing the road and that there are people to help you.</p>	<ul style="list-style-type: none"> • Know how to keep safe when crossing the road, and about people who can help me to stay safe. • Recognise when I feel frightened and know who to ask for help. 	<ul style="list-style-type: none"> • Safe • Safety • Green Cross Code • Eyes • Ears • Look • Listen • Wait
<p>Piece 6- Happy, Healthy Me</p> <ul style="list-style-type: none"> • Can you think of any unhealthy choices that might be harmful to a person's body? <p>Why do healthy choices help us to be happy?</p> <ul style="list-style-type: none"> • Why might unhealthy choices make us feel unhappy? 	<ul style="list-style-type: none"> • Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • Recognise how being healthy helps me to feel happy. 	<ul style="list-style-type: none"> • Keeping clean • Healthy
<h1>Year 1</h1>		
<p>Subject: PSHCE</p>		

Curriculum Knowledge and Skills: P.S.H.C.E

Topic: Relationships Term: Summer 1		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 5- Relationships</p> <p>Piece 1- Families</p> <p>Who is in your family?</p> <p>Invite the children to draw and label a picture of their own family in their Jigsaw Journals. Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the 'norm.'</p>	<ul style="list-style-type: none"> • Identify the members of my family and understand that there are lots of different types of families. • Know how it feels to belong to a family and care about the people who are important to me. 	<ul style="list-style-type: none"> • Family • Belong • Different • Same
<p>Piece 2- Making friends</p> <p>Give each group a set of the cards with qualities that might make a good friend. Ask them to discuss them and sort them according to whether they think they are true or false, e.g. a good friend should wear nice clothes; a good friend should be kind; a good friend should give you all their things, etc. Then ask the children to bring their favourite quality to the carpet to share with Jigsaw Jack.</p>	<ul style="list-style-type: none"> • Identify what being a good friend means to me. • Know how to make a new friend. 	<ul style="list-style-type: none"> • Friends • Friendship • Qualities • Caring • Sharing • Kind
<p>Piece 3-Greetings</p> <p>Using a 'feely bag', give the children the experience of different textures and explore vocabulary which can be used, e.g. hard, soft, warm, cold, cuddly, rough, smooth. Encourage</p>	<ul style="list-style-type: none"> • Know appropriate ways of physical contact to greet my friends and know which ways I prefer. • Recognise which forms of physical contact are acceptable and unacceptable to me. 	<ul style="list-style-type: none"> • Greeting • Touch • Feel • Texture • Like

Curriculum Knowledge and Skills: P.S.H.C.E

<p>the children to identify those that they like and those that they dislike.</p>		<ul style="list-style-type: none"> • Dislike
<p>Piece 4- People Who Help Us</p> <p>Using one of the scenario cards e.g. you have fallen over in the playground and hurt your knee, ask two children to act out this scenario, one being the child who is hurt and the other being the teacher on duty. Help the children rehearse the words to convey the problem e.g. "Please help me, miss, I fell over and hurt my knee." "Oh dear, let me see, perhaps it needs a plaster." Practice a few times to demonstrate how to ask for help. Then in talking partners give the children different scenario cards and ask them to practice asking for help. Some of these could be acted out.</p>	<ul style="list-style-type: none"> • Know who can help me in my school community. • Know when I need help and know how to ask for it. 	<ul style="list-style-type: none"> • Help • Helpful • Community • Feelings
<p>Piece 5- Being My Own Best Friend</p> <p>Give each child a picture frame template and invite them to draw a picture entitled 'The Incredible Me'. Underneath it ask them to complete the sentence 'I am incredible because...'</p>	<ul style="list-style-type: none"> • Recognise my qualities as a person and a friend. • know ways to praise myself. 	<ul style="list-style-type: none"> • Confidence • Praise • Qualities • Skills • Self belief • Incredible • Proud
<p>Piece 6- Celebrating my special relationships</p> <p>Bring Jigsaw Jack to the circle holding a balloon and tell the children that Jigsaw Jack's balloon has a special label on it. Show it to the children and read out what it says. 'You are special to me</p>	<ul style="list-style-type: none"> • Tell you why I appreciate someone who is special to me and express how I feel about them. 	<ul style="list-style-type: none"> • Celebrate • Relationships • Special • Appreciate

Curriculum Knowledge and Skills: P.S.H.C.E

<p>because you give me hugs when I feel upset and I like playing games with you.'</p> <p>Give the children a balloon label template each and ask them to draw a picture of the person who is special to them on it and to complete the sentence 'You are special to me because...'</p>		<ul style="list-style-type: none">• Feelings
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Year 1

Subject: PSHCE

Topic: Changing Me

Curriculum Knowledge and Skills: P.S.H.C.E

Term: Summer 2		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 6 – Changing Me</p> <p>Piece 1- Lifecycles</p> <p>Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Divide the children into groups and give each a set of the life cycle cards. Ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals.</p>	<ul style="list-style-type: none"> • Start to understand the life cycles of animals and humans. • Understand that changes happen as we grow and that this is OK. 	<ul style="list-style-type: none"> • Changes • Life cycle • Baby • Adulthood
<p>Piece 2- Changing Me</p> <p>Concertina booklets.</p> <p>In the final space children draw a picture of themselves as they are now. Help them with this and prompt them to start thinking about how they have changed from when they were a baby, a two-year old, and so on.</p> <p>Ask them to start drawing in the other 2 sections, the first showing them as a baby and the second as a toddler (aged 2-3).</p>	<ul style="list-style-type: none"> • Tell you some things about me that have changed and some things about me that have stayed the same. • Know that changes are OK and that sometimes they will happen whether I want them to or not. 	<ul style="list-style-type: none"> • Change • Life cycle • Baby • Adult • Grown up
<p>Piece 3- My Changing Body</p> <p>Children stick a baby photo of themselves into their Jigsaw Journal and around the outside draw or write some of the ways they have changed since they were a baby. Children without a photo can draw a picture of themselves and do the same.</p>	<ul style="list-style-type: none"> • Know how my body has changed since I was a baby. • Understand that growing up is natural and that everybody grows at different rates. 	<ul style="list-style-type: none"> • Baby • Growing up • Adult • Mature • Change

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Invite children to share some of these changes with the class.</p>		
<p>Piece 4- Boys and Girls Bodies</p> <p>Children to work in pairs and briefly discuss a way that boys and girls look different. Pass Jigsaw Jack around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.</p>	<ul style="list-style-type: none"> • Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. • Respect my body and understand which parts are private. 	<ul style="list-style-type: none"> • Male • Female • Vagina • Penis • Testicles • Anus
<p>Piece 5- Learning and Growing</p> <p>Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flipchart and makes sure that somethings on the list apply to every child.</p> <p>Play 'Let's be flowers'.</p>	<ul style="list-style-type: none"> • Understand that every time I learn something new I change a little bit. • Enjoy learning new things. 	<ul style="list-style-type: none"> • Learn • New • Grow • Change
<p>Piece 6- Coping with Changes</p> <p>In their Jigsaw Journals, children draw one change they have experienced and write in a speech bubble how they felt when this was happening. While they do this, teachers can use the prompt questions as an assessment exercise and to check the children's understanding.</p>	<ul style="list-style-type: none"> • Tell you about changes that have happened in my life. • Know some ways to cope with changes. 	<ul style="list-style-type: none"> • Change • Feelings • Anxious • Worried • Excited • Coping

Year 2

Subject: PSHCE

Topic: Being Me in My World

Term: Autumn 1

Curriculum Knowledge and Skills: P.S.H.C.E

Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 1: Being Me in My World</p> <p>Piece 1: Hopes and Fears for the Year</p> <p>Ask the children if they have any worries about being in this new class/ school year? Can they think of some suggestions that might help solve the worries?</p> <p>Hand out the children's Jigsaw Journals and explain that these are their special books/folders that will collect all their Jigsaw learning for this year. Hand out the 'Monster Worries' template. Explain that worries can feel little bit like monsters until we deal with them.</p> <p>On the monster's tummy the children write or draw one worry they may have and one way they can cope with it. The template is then stuck into the children's Jigsaw Journals.</p>	<ul style="list-style-type: none"> • Identify some of my hopes and fears for this year. • Know how to use my Jigsaw Journal • Recognise when I feel worried and know who to ask for help. 	<ul style="list-style-type: none"> • Worries • Hopes • Fears
<p>Piece 2: Rights and Responsibilities</p> <p>Working in groups hand out a set of 'Responsibility Pictures' to each group. Ask each group to look at the pictures and decide what responsibilities they show. Take feedback and discuss so the children understand each picture.</p> <p>Each group then needs to rank the cards in order from the most to the least important. The</p>	<ul style="list-style-type: none"> • Understand the rights and responsibilities of being a member of my class and school. • Know how to help myself and others feel like we belong. 	<ul style="list-style-type: none"> • Belonging • Rights • Responsibilities • Responsible • Actions

Curriculum Knowledge and Skills: P.S.H.C.E

<p>teacher could take a picture of each group's work if desired to be stuck into the children's Jigsaw Journals. Each group feeds back their top choice and explains why they think it was the most important. Encourage the children to ask questions of each other if their choices were different (this encourages empathy and compromise).</p> <p>Reinforce that these are important rights and responsibilities to help us learn and be safe, and their ideas are very helpful in making the class/ school a happy place to learn.</p>		
<p>Piece 3 Rewards and Consequences</p> <p>Working in groups children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/ helpful behaviours and negative/unhelpful behaviours.</p> <p>Ask the group to think of rewards that could be given to the children showing the positive behaviours.</p> <p>Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures.</p>	<ul style="list-style-type: none"> • Listen to other people and contribute my own ideas about rewards and consequences. • Help make my class a safe and fair place. 	<ul style="list-style-type: none"> • Praise • Reward • Consequence • Positive • Negative • Choices
<p>Piece 4 Rewards and Consequences</p>	<ul style="list-style-type: none"> • Listen to other people and contribute my own ideas about rewards and consequences. 	<ul style="list-style-type: none"> • Praise • Reward • Consequences

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Having established that every action has a consequence, children work in groups to discuss the scenario picture cards. Together they need to work out:</p> <p>What negative behaviour/choices can they see in each picture?</p> <p>What the consequences might be of that behaviour?</p> <p>Guide the children to reflect that negative/unhelpful behaviours deserve a consequence instead of a reward.</p> <p>Ask the children to revisit each picture and decide on a fair/ proportionate consequence for each negative learning behaviour. Share their ideas.</p> <p>Children decide on appropriate consequences they think would be fair if someone in their school/class:</p> <p>Stopped someone else from learning Didn't want to make an effort Did a disappointing piece of work</p>	<ul style="list-style-type: none"> • Help make my class a safe and fair place. 	<ul style="list-style-type: none"> • Positive • Negative
<p>Piece 5 Our Learning Charter</p>	<ul style="list-style-type: none"> • Understand how following the Learning Charter will help me and others learn. • Work cooperatively. 	<ul style="list-style-type: none"> • Co-operate • Learning Charter • Rights • Responsibilities • Rewards • Consequences • Problem-solving

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Ask the children to work in groups and design a poster that illustrates the Learning Charter in action in the classroom. They may choose to focus on a particular aspect, or the teacher can give certain aspects to each group to include in their poster.</p>		<ul style="list-style-type: none"> • Choices
<p>Piece 6 Owning our Learning Charter</p> <p>Draw a picture of someone who is choosing to follow the Learning Charter. Explain (by writing or drawing) why this is fair.</p>	<ul style="list-style-type: none"> • Recognise the choices I make and understand the consequences. • To follow the Learning Charter. 	<ul style="list-style-type: none"> • Learning Charter • Responsibilities • Rights • Rewards • Consequences • Choices

Year 2

Subject: PSHCE

Topic: Celebrating Differences

Curriculum Knowledge and Skills: P.S.H.C.E

Term: Autumn 1		
Activity	Skills and Knowledge	Vocabulary
<p>Puzzle 2- Celebrating Differences</p> <p>Piece 1 Boys and Girls</p> <p>Ask the children to self-select and get into mixed gender pairs. Ask the children to talk to their partner and find four things that they have in common or are similarities. It can be appearance, e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, similarities in their families, etc.</p> <p>On the shield templates ask the pairs to design their own similarity shield with four of the things that they have in common and to fill in the slogan in the middle: 'We are special because...' (for example, 'We both like drawing' or 'We both have brown eyes'.</p>	<ul style="list-style-type: none"> • Start to understand that sometimes people make assumptions about boys and girls (stereotypes). • Understand some ways in which boys and girls are similar and feel good about this. 	<ul style="list-style-type: none"> • Boys • Girls • Similarities • Assumptions • Shield • Stereotypes
<p>Piece 2 Boys and Girls</p> <p>Returning to their seats and in their pairs, ask the children to talk to their partner and find four differences they have. It can be appearance e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, differences in their families, etc.</p>	<ul style="list-style-type: none"> • Start to understand that sometimes people make assumptions about boys and girls (stereotypes). • Understand some ways in which boys and girls are different and accept that this is OK. 	<ul style="list-style-type: none"> • Vocabulary • Boys • Girls • Similarities • Differences • Assumptions • Stereotypes • Special

Curriculum Knowledge and Skills: P.S.H.C.E

<p>On the 'Differences shield templates' ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: 'It's good to be different because...'</p>		
<p>Piece 4 Standing up for myself and others</p> <p>Slide 1: Allow each group to share their freeze-frame. As each group is observing ask them to think and share:</p> <p>What they think is happening in the scene?</p> <p>What could the person who is being hurt do about the situation?</p> <p>What the person watching (the bystander) is thinking</p> <p>What they think the bystander could do in each situation?</p>	<ul style="list-style-type: none"> Recognise what is right and wrong and know how to look after myself. 	<ul style="list-style-type: none"> On Purpose Stand up for Help
<p>Piece 5 Gender Diversity</p> <p>Give each child a copy of the birthday present template and ask them to imagine it is B's</p>	<ul style="list-style-type: none"> Understand that it is OK to be different from other people and to be friends with them. 	<ul style="list-style-type: none"> Male Female Difference

Curriculum Knowledge and Skills: P.S.H.C.E

<p>birthday. Invite them to draw three items they would give to B onto the template. Underneath it, ask them to complete the stem sentence "I would give B these presents because...".</p>	<ul style="list-style-type: none"> • Understand that we shouldn't judge people if they are different from us • Know how it feels to be a friend and have a friend. 	<ul style="list-style-type: none"> • Diversity • Fairness • Kindness
<p>Piece 6 Celebrating difference and still being friends</p> <p>Using the trophy template, the children complete the following:</p> <p>In the central square: Draw a picture of one of my friends</p> <p>Section 1: Write or draw how my friend is different from me</p> <p>Section 2: Write or draw how my friend is similar to me</p> <p>Section 3: Write or draw how it feels to be friends</p>	<ul style="list-style-type: none"> • Tell you some ways I am different from my friends. • Understand these differences make us all special and unique. 	<ul style="list-style-type: none"> • Friends • Special • Unique • Different • Similarities • Value

Year 2

Subject: PSHCE

Topic: Dreams and Goals

Term: Spring 1

Activity	Skills and Knowledge	Vocabulary
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Curriculum Knowledge and Skills: P.S.H.C.E

<p>Puzzle 3 Dreams and Goals</p> <p>Piece 1 Goals to success</p> <p>Hand out a treasure chest template to each child and invite them to complete the sections explaining their success and the feelings they would like to store inside like treasure.</p>	<ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it. • Tell you things I have achieved and say how that makes me feel. 	<ul style="list-style-type: none"> • Realistic • Proud • Success • Celebrate • Achievement • Goal
<p>Piece 2 My Learning Strengths</p> <p>Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder.</p> <p>Can the children colour in the step/rung of the ladder which they think might be the most difficult?</p> <p>Then ask the children to fill in Jigsaw Jo's speech bubble; what advice would Jigsaw Jo give them to help them to persevere with the most difficult step?</p>	<ul style="list-style-type: none"> • Persevere even when I find tasks difficult. • Tell you some of my strengths as a learner. 	<ul style="list-style-type: none"> • Strengths • Persevere • Challenge • Difficult • Easy
<p>Piece 3</p> <p>Learning with Others</p>	<ul style="list-style-type: none"> • Recognise whom it is easy for me to work with and whom it is more difficult for me to work with. 	<ul style="list-style-type: none"> • Learning together • Success • Celebrate

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Give time for the children to work on their challenge/goal, remind them of the steps they thought about last week. (There are resource sheets that can be handed out for the Macarena dance, the Mandarin Chinese counting, The Owl and the Pussy Cat, and the French counting in 2s. Note the French and Mandarin Chinese numbers are given phonetically not as they are spelt).</p> <p>After an appropriate amount of time for the children to have achieved their challenge, children return to the circle and if they want to, can show what they have learnt/produced.</p>	<ul style="list-style-type: none"> • Understand how working with other people can help me to learn. 	<ul style="list-style-type: none"> • Achievement • Goal • Partner • Team work
<p>Piece 4 and 5</p> <p>A Group Challenge</p> <p>Explain to the children that their challenge in groups is to make some imaginary birds for 'A Garden of Dreams and Goals'. In their groups of four, set the children the task of working cooperatively to create an imaginary dream bird that might live in the garden of dreams and goals. Provide the children with a range of materials so that they can choose how to construct their dream bird. Help the children to think about the colours and shapes they might use. This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it</p>	<ul style="list-style-type: none"> • Work cooperatively in a group to create an end product. • Explain some of the ways I worked cooperatively in my group to create the end product. • Work with other people to solve problems. • Express how it felt to be working as part of this group. 	<ul style="list-style-type: none"> • Learning together • Success • Celebrate • Achievement • Challenge • Product • Dream bird • Group • Team work • Problem-solve

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Explain that this task is about making the dream bird but also learning about how to work as a team.</p> <p>As the children work on their dream birds for the rest of this lesson and the next, help them to focus on effective group work by asking questions such as:</p> <ul style="list-style-type: none"> ▸ Has everyone on your group got a job? ▸ Is everyone clear in your team clear on the design of your bird? ▸ Is everyone clear in your team what their role is? ▸ Can you stop and think of an idea to use to help your group get on better with the task? ▸ Have you got any ideas about how to solve problems when people in the group disagree? ▸ What's working well in your group? 		
<p>Piece 6 Celebrating Our Achievement</p> <p>The teacher brings out a precious item that could be found outside such as a crystal, a shell, a semi-precious stone etc. and explains that when they are holding this object they remember feeling proud of when they achieved a dream or goal. The teacher invites the children to think of a 'dream' or a wish that is special to them (they don't have to share this). Is there a special dream or goal they have?</p>	<ul style="list-style-type: none"> • Know how to share success with other people. • Know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud). 	<ul style="list-style-type: none"> • Learning together • Success • Celebrate • Dream • Goal • Garden • Achievement • Proud

Curriculum Knowledge and Skills: P.S.H.C.E

Year 2		
Subject: PSHCE		
Topic: Healthy Me		
Term: Spring 2		
Activity	Skills and Knowledge	Key Vocabulary
Puzzle 4 Healthy Me Piece 1	<ul style="list-style-type: none">• Know what I need to keep my body healthy.• Be motivated to make healthy lifestyle choices.	<ul style="list-style-type: none">• Healthy choices• Lifestyle• Motivation

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Being Healthy</p> <p>In small groups, ask the children to think of four things that keep people healthy. Then, using the Help Jigsaw Jo sheet, draw or write suggestions for helping Jigsaw Jo to be more motivated in each of the boxes. Discuss all ideas as a class and have Jigsaw Jo in a prominent position to receive feedback from the children. Congratulate the children on all the different ways they helped Jigsaw Jo stay motivated and make healthy choices.</p>		
<p>Piece 2 Being Relaxed</p> <p>Using the larger version pictures from the PowerPoint slides, this time printed out, ask the children to rank them from least relaxed to most relaxed. Ask some children to hold up printed pictures and the rest of the class instructs them where they should stand on the imaginary line. You should end up with a continuum of relaxation. Ask the children what they notice about how the pictures change in tone along the continuum. Then ask them to come up with words that describe how the people in the pictures might be feeling. Draw out from them that there are strong feelings and weak feelings - at both</p>	<ul style="list-style-type: none"> • Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. • Tell you when a feeling is weak and when a feeling is strong. 	<ul style="list-style-type: none"> • Relax • Relaxation • Tense • Calm

Curriculum Knowledge and Skills: P.S.H.C.E

<p>ends of the spectrum. Take feedback from the children to clarify what they have learnt. Write up the words.</p>		
<p>Piece 3 Medicine Safety</p> <p>In their Jigsaw Journals, children write or draw 2 ways they can be safe when taking medicine.</p>	<ul style="list-style-type: none"> • Understand how medicines work in my body and how important it is to use them safely. • Feel positive about caring for my body and keeping it healthy. 	<ul style="list-style-type: none"> • Healthy • Unhealthy • Dangerous • Medicines • Safe • Body
<p>Piece 4 Healthy Eating</p> <p>In groups of 4 or 5, children are given a copy of a blank Eat Well Plate and a set of food cards. Children sort the cards into the different food groups. Ask the children to work together so that everyone has a turn; they will need to decide as a team if there are any disagreements about where particular foods go. Ask the groups to decide which food group they think is the most important.</p>	<ul style="list-style-type: none"> • Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. • Have a healthy relationship with food and know which foods I enjoy the most. 	<ul style="list-style-type: none"> • Healthy • Unhealthy • Balanced diet • Portion • Proportion
<p>Piece 5 Healthy Eating</p>	<ul style="list-style-type: none"> • Make some healthy snacks and explain why they are good for my body. 	<ul style="list-style-type: none"> • Healthy • Unhealthy • Balanced diet

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Split the class into four groups.</p> <p>Give each group a recipe card to follow and the correct ingredients. Ask the children to make the snacks according to the instructions on the recipe cards. Offer help if they are unsure. Once all the snacks are made, invite the children to taste their own snack and each others' snacks.</p>	<ul style="list-style-type: none"> • Express how it feels to share healthy food with my friends. 	<ul style="list-style-type: none"> • Energy • Fuel • Nutritious
<p>Piece 6 Healthy Happy Me!</p> <p>Show the children the Healthy Happy Me Recipe template and explain how they are to complete it. If desired, the children could work in pairs or in ability groups so the task can be differentiated. (Alternatively, teachers may wish for the children to work in groups and use a full-size body outline of a child drawn onto large paper).</p> <p>Model the types of answers the children might include for each section of the template / body outline.</p>	<ul style="list-style-type: none"> • Decide which foods to eat to give my body energy. • Have a healthy relationship with food and know which foods are most nutritious for my body. 	<ul style="list-style-type: none"> • Healthy • Unhealthy • Balanced diet • Nutritious • Energy

Curriculum Knowledge and Skills: P.S.H.C.E

Year 2		
Subject: PSHCE		
Topic: Relationships		
Term: Summer 1		
Activity	Skills and Knowledge	Key Vocabulary
Puzzle 5 Relationships Piece 1: Families Give each child the Happy Home recipe sheet and invite them to write/draw in the mixing bowl, their recipe for a happy home.	<ul style="list-style-type: none">• Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.	<ul style="list-style-type: none">• Family• Different• Similarities• Special• Relationship• Important

Curriculum Knowledge and Skills: P.S.H.C.E

	<ul style="list-style-type: none"> Accept that everyone's family is different and understand that most people value their family. 	<ul style="list-style-type: none"> Cooperate
<p>Piece 2 Keeping Safe- Exploring Physical Contact</p> <p>In their Jigsaw Journals children draw around one of their hands and ask a class mate to draw around the other hand in their Journal. How does that feel? Does it feel different when someone draws around your hand for you? Invite the children to think of a touch they like and record it pictorially or in writing in one of their drawn hands in their Jigsaw Journals. Underneath write: 'I like this touch because...' e.g. 'I like a bedtime kiss from my mum as it makes me feel warm and safe'.</p> <p>They do the same for the other hand but this time recording a touch they do not like and underneath write: I do not like this touch because..... e.g. 'I do not like it when my brother punches me because it hurts'</p>	<ul style="list-style-type: none"> Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.. Know which types of physical contact I like and don't like and be able talk about this. 	<ul style="list-style-type: none"> Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable
<p>Piece 3</p> <p>Friends and Conflict</p>	<ul style="list-style-type: none"> Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. 	<ul style="list-style-type: none"> Friends Likes/dislikes Conflict Point of view Positive problem solving

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Working in pairs, give the children copies of the Mending Friendships resource sheet. In the box at the top, ask them to write one example of something that may cause conflict between two friends Then in the three boxes below, ask them to write some ideas for words that might be helpful to say as the friends work through each stage of the process to mend their friendship, e.g. 'I feel angry because...', 'I was upset but now that I've calmed down...', 'I didn't know you felt like that...', 'The way I saw it was...', 'I'm sorry that I...', 'Why don't we...?'</p> <p>Debrief and invite at least one pair to role-play or talk through their scenario. For each pair, the rest of the class can offer praise and/or suggestions to make the process even better.</p>		
<p>Piece 4 Secrets</p> <p>Give the children one example at a time of Jo's friends' worry secrets and ask the children to explain why this is worry secret and what advice they would offer. Use think, pair, share so the children first discuss in pairs before offering suggestions. In the course of this activity, keep stressing that worry secrets need to be told to an adult you trust and not kept inside.</p>	<ul style="list-style-type: none"> • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. 	<ul style="list-style-type: none"> • Secret • Surprise • Good secret • Worry secret • Telling • Adult • Trust • Surprised • Happy • Sad • Frightened

Curriculum Knowledge and Skills: P.S.H.C.E

Piece 5

Trust and Appreciation

Put the children into small groups. Give each group a piece of flipchart paper cut into a circle, and ask them to draw a stick figure in the middle to represent themselves. Give each group a set of the 'People' cards.

Explain that we can all create a Circle of Trust around us and only let into the circle, those people we trust (like the stick person in the paper circle). You could illustrate this further with a hula hoop and invite each child to stand in the hoop (Circle of Trust) with you, saying "Jenny, I trust you so invite you into my Circle of Trust".

Ask the groups to place the cards on the flipchart circle. Any people they feel sure they can trust they need to place nearer the stick figure. Any people they think they might be able to trust, but are not sure, they place a little further away, and so on. Those they wouldn't trust at all, they keep off the paper and don't invite these into the Circle of Trust.

Encourage the children to talk about these in their groups and see if different people have different ideas. Stress that there are no right or wrong answers - it's something each person has to judge for themselves.

- Recognise and appreciate people who can help me in my family, my school and my community.
- Understand how it feels to trust someone.

- Trust
- Trustworthy
- Honesty
- Reliability

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Piece 6- Celebrating My Special Relationships</p> <p>Through questioning, remind the children about all their learning from this Jigsaw Puzzle (unit):</p> <ul style="list-style-type: none">▸ The different relationships we have in our families and how to get along with everyone;▸ The importance of physical contact, and that there is physical contact (touch) we like and don't like;▸ Why friends sometimes fall out and how we can problem solve when this happens;▸ Good secrets and worry secrets;▸ Why trust is important and knowing who to trust;▸ Who we can go to for help if we need to talk about a worry secret or somebody hurting us;▸ Giving and receiving compliments. <p>Explain to the children they are going to make a display of all their learning as a string of flags (bunting).</p>	<ul style="list-style-type: none">• Express my appreciation for the people in my special relationships.• Be comfortable accepting appreciation from others.	<ul style="list-style-type: none">• Compliments• Celebrate• Positive• Negative• Appreciate
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Curriculum Knowledge and Skills: P.S.H.C.E

Year 2		
Subject: PSHCE Topic: Relationships Term: Summer 2		
Activity	Skills and Knowledge	Key Vocabulary
<p>Puzzle 6 Changing Me</p> <p>Piece 1 Life Cycles in Nature</p> <p>Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.</p>	<ul style="list-style-type: none"> • Recognise cycles of life in nature. • Understand there are some changes that are outside my control and to recognise how I feel about this. 	<ul style="list-style-type: none"> • Change • Grow • Life cycle • Control • Baby • Adult • Fully grown
Piece 2 Growing from Young to Old		

Curriculum Knowledge and Skills: P.S.H.C.E

<p>Make leaf mobiles.</p>	<ul style="list-style-type: none"> • Tell you about the natural process of growing from young to old and understand that this is not in my control. • Identify people I respect who are older than me. 	<ul style="list-style-type: none"> • Growing up • Old • Young • Change • Respect • Appearance • Physical
<p>Piece 3 The Changing Me</p> <p>Sitting in their places, children create their own timelines using the template provided. Invite each child to consider what they could/ will be able to do at each age and to draw pictures or write this down on the template.</p>	<ul style="list-style-type: none"> • Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • Feel proud about becoming more independent. 	<ul style="list-style-type: none"> • Baby • Toddler • Child • Teenager • Adult • Independent • Timeline • Freedom • Responsibilities
<p>Piece 4- Boys and Girls Bodies</p> <p>In their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.</p>	<ul style="list-style-type: none"> • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, anus) and appreciate that some parts of my body are private. • Tell you what I like/don't like about being a boy/girl 	<ul style="list-style-type: none"> • Male • Female • Vagina • Penis • Testicles • Anus • Public • Private
<p>Piece 5 Assertiveness</p>	<ul style="list-style-type: none"> • Understand there are different types of touch and tell you which ones I like and don't like. 	

Curriculum Knowledge and Skills: P.S.H.C.E

<p>In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc.</p>	<ul style="list-style-type: none"> • Be confident to say what I like and don't like and ask for help. 	<ul style="list-style-type: none"> • Touch • Texture • Cuddle • Hug • Squeeze • Like • Dislike • Acceptable • Unacceptable • Comfortable • Uncomfortable
<p>Piece 6 Looking Ahead</p> <p>Slide 1: Make leaf mobiles. Ask them to draw or write on one side of the leaf:</p> <ul style="list-style-type: none"> • one thing they like about being who they are • one thing they are looking forward to about getting older • one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practicing more often <p>On the other side of the leaf:</p> <ul style="list-style-type: none"> • to explain how they feel about getting older and facing new changes 	<ul style="list-style-type: none"> • Identify what I am looking forward to when I move to my next class. • Start thinking about changes I will make in my next year at school and know how to go about this. 	<ul style="list-style-type: none"> • Change • Looking forward • Excited • Nervous • Anxious • Happy