



Halfway Nursery Infant School
Whole School Progression Map



PSHE (including Relationships and Health Education)

Term: Autumn Term 1

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: *PE, PSHE and Science.*

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p align="center">Jigsaw PSHE - 'Being Me in My World'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I understand how it feels to belong and that we are similar and different - I understand how feeling happy and sad can be expressed - I can work together and consider other people's feelings - I can use gentle hands and understand that it is good to be kind to people - I am starting to understand children's rights and this means we should all be allowed to learn and play 	<p align="center">Jigsaw PSHE - 'Being Me in My World'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I understand how it feels to belong and that we are similar and different - I can start to recognise and manage my feelings - I enjoy working with others to make school a good place to be - I understand why it is good to be kind and use gentle hands - I am starting to understand children's rights and this means we should all be allowed to learn and play - I am learning what being responsible means 	<p align="center">'Getting to know you'</p> <p>activities and circle time discussions to meet the needs of the class before starting the KS1 PSHE and RHE curriculum in Autumn 2</p>	<p align="center">Living in the Wider World</p> <p align="center"><u>C1) How do we make a happy school?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school <p>PSHE links</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>

<p>- I am learning what being responsible means</p> <p><u>EYFS Development Matters</u> <u>Three and Four Year Olds - PSED</u> Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p><u>EYFS Development Matters</u> <u>Children in Reception - PSED</u></p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>		<p><i>L5. about the different roles and responsibilities people have in their community</i></p> <p><u>C2) Who lives in my neighbourhood?</u></p> <p>Objectives - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference</p> <p>PSHE links <i>L4. about the different groups they belong to</i> <i>L6. to recognise the ways they are the same as, and different to, other people</i></p> <p><u>Os3) Online strangers</u> <i>(Online safety Curriculum reference - P1)</i></p> <p>Objectives - Understand that people online are strangers if we don't know them in real life - Understand that we shouldn't share private and personal information with strangers</p> <p>PSHE links <i>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</i> <i>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</i> <i>R15. how to respond safely to adults they don't know</i> <i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p>
<p>Belong, feeling, different, happy, sad, gentle, kind, understand</p>	<p>Belong, similar, different, feelings, sad, happy, scared, worried, excited, angry, kind, rights, responsible,</p>		<p><i>Rules, right, wrong</i> <i>Community, different</i> <i>Truth, private, personal, information</i></p>



Halfway Nursery Infant School

Whole School Progression Map



PSHE (including Relationships and Health Education)

Term: Autumn Term 2

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography and History

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p>Jigsaw PSHE - 'Celebrating Difference'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I know how it feels to be proud of something I am good at. - I can tell you one way I am special and unique. - I know that all families are different. - I know there are lots of different houses and homes. - I can tell you how I could make new friends. - I can use my words to stand up for myself. <p><u>EYFS Development Matters</u> <u>Three and Four Year Olds - PSED</u></p>	<p>Jigsaw PSHE - 'Celebrating Difference'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I can identify something I am good at and understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways - I can tell you why I think my home is special to me - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind 	<p>Relationships <u>Fr1) Who is my friend?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that there is a difference between close friends, friends, acquaintances and strangers <p>PSHE link</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p>	<p>Relationships <u>Fr4) How do we stop bullying?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst <p>PSHE links</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
		<p>Health and Wellbeing <u>P1) How do I help my body stay healthy?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that active lifestyles including regular exercise can keep our bodies more healthy 	

<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p><u>EYFS Development Matters</u> <u>Children in Reception - PSED</u></p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>- Appreciate that some people live with disabilities or are differently abled and that</p> <p>- Understand that we can't always have healthy bodies, because sometimes we get ill or injured</p> <p>PSHE links</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H10. about the people who help us to stay physically healthy</p> <p>Link with KS1 Science Programme of Study <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>	<p>Living in the Wider World <u>Os2) Personal information</u> <i>(Online safety Curriculum reference - S1)</i></p> <p>Objectives</p> <p>- Understand why we shouldn't share personal information</p> <p>- Understand how to keep our personal information private and safe when we are online</p> <p>PSHE links</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
<p><i>Proud, special, unique, families, homes, friends</i></p>	<p><i>Achieve, talent, proud, friend, kind, unkind, special, home, compare</i></p>	<p><i>Friend, family, stranger, acquaintance, member of my community</i></p> <p><i>Exercise, diet, sleep, brushing, teeth</i></p>	<p><i>Bullying, physical, emotional, group, disability, minority</i></p> <p><i>personal, information, private</i></p>



Halfway Nursery Infant School

Whole School Progression Map



PSHE (including Relationships and Health Education for KS1)

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.*

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p>Jigsaw PSHE - 'Dreams and Goals'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I understand what a challenge means - I can keep trying until I can do something - I can set a goal and work towards it - I know some kind words to encourage people with - I can start to think about the jobs I might like to do when I'm older - I can feel proud when I achieve a goal <p><u>EYFS Development Matters</u> <u>Three and Four Year Olds - PSED</u> Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play</p>	<p>Jigsaw PSHE - 'Dreams and Goals'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I understand that if I persevere I can tackle challenges - I can tell you about a time I didn't give up until I achieved my goal - I can set a goal and work towards it - I can use kind words to encourage people - I understand the link between what I learn now and the job I might like to do when I'm older - I can say how I feel when I achieve a goal and know what it means to feel proud <p><u>EYFS Development Matters</u> <u>Children in Reception - PSED</u> See themselves as a valuable individual.</p>	<p>Health and Wellbeing</p> <p><u>M1) Where do feelings come from?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings <p>PSHE links H11. about different feelings that humans can experience H12. how to recognise and name different feelings H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><u>P2) How do I decide what to eat?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Identify the components of a balanced diet <p>PSHE links</p>	<p>Relationships</p> <p><u>Fa2) Do families always stay the same?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand how changes and events can influence our feelings <p>PSHE links H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><u>Fa3) How should families treat each other?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that children and adults both have responsibilities to each other. - Understand that we should feel loved, cared for and safe in our homes. - Know what to do if our needs are not being met <p>PSHE links R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>

<p>ideas. Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p><i>H2. about foods that support good health and the risks of eating too much sugar</i></p>	<p><i>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i> <i>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</i> <i>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i> <i>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</i> <i>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</i> <i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i></p>
			<p style="text-align: center;">Health and Wellbeing <u>P3) How do we stop getting ill?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell - Understand that we can prevent tooth decay by brushing our teeth regularly <p>PSHE links</p> <p><i>H1. about what keeping healthy means; different ways to keep healthy</i> <i>H2. about foods that support good health and the risks of eating too much sugar</i> <i>H5. simple hygiene routines that can stop germs from spreading</i></p>

			<p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>Link with KS1 Science Programme of Study Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
<p>Challenge, goal, encourage, job, achieve</p>	<p>Persevere, challenge, goal, encourage, job, future, proud</p>	<p>Angry, happy, nervous, scared, sad, calm, surprised</p> <p>Diet, healthy, unhealthy, fruit, vegetable, energy</p>	<p>Change, moving, forever, feelings</p> <p>Responsibility, kindness</p> <p>Teeth, dentist, clean, wash, disease, germs</p>



Halfway Nursery Infant School

Whole School Progression Map



PSHE (including Relationships and Health Education)

Term: Spring Term 2

Concepts: Time & Change – ‘Back to the Future’

Subject Drivers: History, Science

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p>Jigsaw PSHE - ‘Healthy Me’</p> <p>Objectives</p> <ul style="list-style-type: none"> - I know the names for some parts of my body and am starting to understand that I need to be active to be healthy - I can tell you some of the things I need to do to be healthy - I know what the word ‘healthy’ means and that some foods are healthier than others - I know how to help myself go to sleep and that sleep is good for me - I can wash my hands and know it is important to do this before I eat and after I go to the toilet - I know what to do if I get lost and how to say NO to strangers 	<p>Jigsaw PSHE - ‘Healthy Me’</p> <p>Objectives</p> <ul style="list-style-type: none"> - I understand that I need to exercise to keep my body healthy - I understand how moving and resting are good for my body - I know which foods are healthy and not so healthy and can make healthy eating choices - I know how to help myself go to sleep and understand why sleep is good for me - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet - I know what a stranger is and how to stay safe if a stranger approaches me <p><u>EYFS Development Matters Children in Reception - PSED</u></p>	<p>Relationships</p> <p><u>Fa1) Who’s in my family?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that families are made up of a special group of people, which changes gradually over time. - Understand that these people are all connected in different ways, and that these connections are important <p>PSHE Links:</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R4. to identify common features of family life</p>	<p>Relationships</p> <p><u>Fa4) When should I say no?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that other people need permission before they can touch us - Understand that some parts of our bodies are more private than others - Recognise that other people often want different things than ourselves <p>PSHE links</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>

	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>ELG's</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p style="text-align: center;">Living in the Wider World</p> <p style="text-align: center;"><u>Os1) Screen time</u></p> <p><i>(Online safety Curriculum reference - L1)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that people need to get the correct balance of time spent online and offline <p>PSHE links</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p>	<p style="text-align: center;">Fa5) Who owns my body? I do!</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that certain parts of our bodies are very private, and only we get to decide what happens to them - Understand that secrets and surprises are different - Know how to report concerns <p>PSHE links</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or</p> <p>Unsafe</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
<p>EYFS Development Matters</p> <p>Three and Four Year Olds - PSED</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>			<p style="text-align: center;">Health and Wellbeing</p> <p>G1) Will I always be a child?/How bodies change as we get older</p> <p><i>(link with science)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> - Recognise the 5 key stages of human life - Understand how their bodies will change as they age - Consider how their lives will change as they get older - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities <p>PSHE links</p> <p>H26. about growing and changing from young to old and how people's needs change</p>

			<p>H28. about rules and age restrictions that keep us safe L1. about what rules are, why they are needed, and why different rules are needed for different situations L5. about the different roles and responsibilities people have in their community</p> <p>Links with KS1 Science Programme of Study - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Notice that animals, including humans, have offspring which grow into adults</p>
<p>Body, healthy, food, sleep, wash, stranger</p>	<p>Exercise, body, healthy, moving, resting, healthy choices, diet, sleep, hygiene, stranger</p>	<p>People, roles, change, loss Screen, connect, active, creative</p>	<p>Consent, private, permission Trusted adult, secret, surprise, worried Change, age, baby, child, teenager, adult, elderly</p>



Halfway Nursery Infant School

Whole School Progression Map



PSHE (including Relationships and Health Education)

Term: Summer Term 1

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE.

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p>Jigsaw PSHE - 'Relationships'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I can tell you about my family - I understand how to make friends if I feel lonely - I can tell you some of the things I like about my friends - I know what to say and do if somebody is mean to me - I can use Calm Me time to manage my feelings - I can work together and enjoy being with my friends <p><u>EYFS Development Matters</u> <u>Three and Four Year Olds - PSED</u></p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Jigsaw PSHE - 'Relationships'</p> <p>Objectives</p> <ul style="list-style-type: none"> - I can identify some of the jobs I do in my family and how I feel like I belong - I know how to make friends to stop myself from feeling lonely - I can think of ways to solve problems and stay friends - I am starting to understand the impact of unkind words - I can use Calm Me time to manage my feelings - I know how to be a good friend <p><u>EYFS Development Matters</u> <u>Children in Reception - PSED</u></p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Relationships</p> <p><u>Fr2) What makes a good friend?</u></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. - Understand that difference can be a positive thing in our relationships <p>PSHE links</p> <p><i>H16. about ways of sharing feelings; a range of words to describe feelings</i></p> <p><i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i></p> <p><i>R25. how to talk about and share their opinions on things that matter to them</i></p> <p><i>R24. how to listen to other people and play and work cooperatively</i></p> <p><i>R6. about how people make friends and what makes a good friendship</i></p> <p><i>R8. simple strategies to resolve arguments between friends positively</i></p> <p><u>Fr3) Should friends tell us what to do?</u></p> <p>Objectives</p>	<p>Living in the Wider World</p> <p><u>Os4) Fake News</u></p> <p><i>(Online safety Curriculum reference - N1)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that anybody can put things online - Recognise the difference between truth and fiction - Understand that things online are often not true - Become more familiar with the term 'Fake News' <p>PSHE links</p> <p><i>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</i></p> <p><i>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</i></p> <p><i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p> <p>Health and Well Being</p> <p><u>M2) Who am I?</u></p>

<p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>ELGs</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>- Understand that friends should treat each other well and be fair</p> <p>- Understand that there is not an ideal number of friends [You can have as many as you like]</p> <p>-Understand that being controlling of other people is bad and that excluding other children is hurtful</p> <p>- Understand that friends should not tell us what to do, although we should listen politely</p> <p><i>PSHE links</i></p> <p><i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i></p> <p><i>R21. about what is kind and unkind behaviour, and how this can affect others</i></p>	<p>Objectives</p> <p>- Understand that each of us has skills and talents that are valuable</p> <p>- Understand that we are important, unique people who deserve kindness and respect</p> <p>- Appreciate that other people are important, no matter how good they are at certain things</p> <p><i>PSHE links</i></p> <p><i>H21. to recognise what makes them special</i></p> <p><i>H22. to recognise the ways in which we are all unique</i></p> <p><i>H26. about growing and changing from young to old and how people's needs change</i></p> <p><u>P4) How can I stay safe?</u></p> <p>Objectives</p> <p>- Identify common dangers that they may encounter both at home and in the wider world:</p> <ul style="list-style-type: none"> • Chemicals and medicines • Roads and cars • Riding bicycles and scooters • Environmental • Railways • Water • Fires <p>- Know what to do in an emergency situation</p> <ul style="list-style-type: none"> • Telling adults • Calling emergency services <p><i>PSHE links</i></p> <p><i>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</i></p> <p><i>H31. that household products (including medicines) can be harmful if not used correctly</i></p> <p><i>H28. about rules and age restrictions that keep us safe</i></p> <p><i>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</i></p> <p><i>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</i></p>
---	---	---	--

			<p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>
Family, friends, lonely, together	Family, belong, friends, friendship, unkind, feelings	<p><i>Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team</i></p> <p><i>Include, exclude, leave out, respect, listening, polite</i></p>	<p><i>Internet, information, money, fake</i></p> <p><i>Pride, unique</i></p> <p><i>Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance</i></p>



Halfway Nursery Infant School

Whole School Progression Map



PSHE (including Relationships and Health Education)

Term: Summer Term 2

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: Art, DT, ICT.

EYFS		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i>	
F1	F2	Y1	Y2
<p>Jigsaw PSHE - ‘Changing Me’</p> <p>Objectives</p> <ul style="list-style-type: none"> - I can name parts of my body and show respect for myself - I can tell you some things I can do and some food I can eat to be healthy - I understand that we all start as babies and grow into children and then adults - I know that I grow and change - I can talk about how I feel moving to School from Nursery - I can remember some fun things about Nursery this year <p><u>EYFS Development Matters</u> <u>Three and Four Year Olds - PSED</u> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.</p>	<p>Jigsaw PSHE - ‘Changing Me’</p> <p>Objectives</p> <ul style="list-style-type: none"> - I can name parts of the body - I can tell you some things I can do and foods I can eat to be healthy - I understand that we all grow from babies to adults - I can express how I feel about moving to Year 1 - I can talk about my worries and/or the things I am looking forward to about being in Year 1 - I can share my memories of the best bits of this year in Reception <p><u>EYFS Development Matters</u> <u>Children in Reception - PSED</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p>	<p>Health and Wellbeing M3) What helps me to be happy?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand the connection between their actions and the feelings of themselves and others - Discover how our choice of activities can affect our happiness <p><i>PSHE links</i> H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H23. to identify what they are good at, what they like and dislike H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H11. about different feelings that humans can experience H12. how to recognise and name different feelings</p>	<p>Living in the Wider World C3) What makes a boy or a girl?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Name their body parts, including external genitalia - Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes <p><i>PSHE links</i> H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others</p> <hr/> <p>Relationships Fa6) Are all families the same?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that families are highly varied; no family is the same <p><i>PSHE links</i> R3. about different types of families including those that may be different to their own L6. to recognise the ways they are the same as, and different to, other people</p>

<p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing.</p> <p>ELG's Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><i>H16. about ways of sharing feelings; a range of words to describe feelings</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p>	
<p><i>Body parts, food, healthy, babies, adults, grow, change, remember</i></p>	<p><i>Body parts, food, healthy, grow, babies, adults, express feelings, worries, memories, future</i></p>	<p><i>feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors</i></p>	<p><i>penis, vagina, boy, girl, non-binary</i> <i>Normal, different, religion, culture, gender</i></p>