



## PSHE in EYFS (Personal, Social and Emotional Development)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Our PSED curriculum brings together PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships, Sex, Education).

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	If You Go Down to the Woods Today...	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh
	<p><b>Communication and Language</b> <b>Speaking</b> <i>Start to develop conversation, often jumping from topic to topic.</i> Start a conversation with an adult or a friend.</p> <ul style="list-style-type: none"> <li>Begin to use talk to organise themselves and their play</li> <li>Begin to communicate needs with adults</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <p><b>JIGSAW:</b> Autumn 1: Piece 1 - <b>Being Me in My World</b> Autumn 2: Piece 2 - <b>Celebrating Difference</b></p> <p><b>Self-Regulation</b> <i>Show effortful control.</i></p> <ul style="list-style-type: none"> <li>With support, follow the daily routine.</li> <li>Play with others, sharing resources / taking turns.</li> </ul> <p><i>I know how it feels to be proud of something I am good at.</i></p>		<p><b>Communication and Language</b> <b>Speaking</b> Start a conversation with an adult or a friend and <b>begin to</b> continue it for many turns.</p> <ul style="list-style-type: none"> <li>Develop shared attention by responding to others thoughts.</li> </ul> <p><b>Continue to</b> use talk to organise themselves and their play.</p> <ul style="list-style-type: none"> <li>Begin to build relationships with others.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <p><b>JIGSAW:</b> Spring 1: Piece 3 - <b>Dreams &amp; Goals</b> Spring 2: Piece 4 - <b>Healthy Me</b></p> <p><b>Self-Regulation</b> Talk about feelings using words like 'happy' and 'sad' and <b>begin to</b> use other words. <b>With support, begin to</b> understand and talk about how others might be feeling and the reasons why.</p> <ul style="list-style-type: none"> <li>How do we identify different feelings?</li> </ul>		<p><b>Communication and Language</b> <b>Speaking</b> Start a conversation with an adult or a friend and continue it for many turns. <b>Confidently</b> use talk to organise themselves and their play. Establish good relationships and friendships.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Begin to recognise and establish boundaries.</p> <p><b>Personal, Social and Emotional Development</b></p> <p><b>JIGSAW:</b> Summer 1: Piece 5 - <b>Relationships</b> Summer 2: Piece 6 - <b>Changing Me</b></p> <p><b>Self-Regulation</b> Talk about their feelings using a range of words and give reason... <i>happy, sad, angry, worried, scared, excited, nervous.</i> Understand and talk about how others might be feeling and the reason why. <i>I can use Calm Me time to manage my feelings.</i></p>	

	<p><i>I can tell you one way I am special or unique.</i></p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Begin to talk about their feelings... 'happy', 'sad', because</p> <ul style="list-style-type: none"> <li>Show / imitate different emotions and label... <i>I understand how feeling happy and sad can be expressed</i></li> <li><i>I am happy / sad because...</i></li> </ul> <p>Begin to show awareness of how others might be feeling.</p> <ul style="list-style-type: none"> <li><i>I can work together and consider other people's feelings</i></li> <li>Offer comfort to an upset child / share excitement or laughter with others</li> <li>Identify feelings of main characters in stories, looking carefully at illustrations</li> </ul> <p>With support, begin to find solutions to some conflicts... <i>sharing resources / taking turns</i></p> <p><i>I can use my words to stand up for myself</i></p> <p><b>Managing Self</b></p> <p>Find ways of managing transitions, for example, from their parent to their key person.</p> <p>Begin to select and use continuous provision resources, with help when needed ... <i>resources</i></p> <ul style="list-style-type: none"> <li>Make independent learning choices ... <i>learning / play</i></li> <li>Put resources back in right place once used</li> </ul> <p>With support, begin to follow classroom routines and rules.</p> <p><i>I am starting to understand children's rights... this means we should be allowed to learn and play</i></p> <p><i>I am learning what 'being responsible' means</i></p> <p><i>Learn to use the toilet with help, and then independently.</i></p> <p>Begin to be independent with self-care routines.</p> <ul style="list-style-type: none"> <li>Toileting / eating / handwashing / putting outdoor clothing on</li> </ul> <p><b>Building Relationships</b></p>	<p>Begin to help to find solutions to conflicts and rivalries, for example, <i>accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</i></p> <p>With support, begin to talk with others to solve conflicts.</p> <p><i>I can feel proud when I achieve a goal.</i></p> <p><b>Managing Self</b></p> <p>Begin to select and use continuous provision resources to achieve a set goal... <i>what could we use to...?</i></p> <p><i>I understand what a challenge means.</i></p> <p><i>I can set a goal and work towards it.</i></p> <p>Settle to an activity of choice for some time.</p> <p><i>I can keep trying until I can do something.</i></p> <p>Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders).</p> <ul style="list-style-type: none"> <li>Daily routine – small group work.</li> <li>Visual timetable... <i>what happens next?</i></li> <li>Now &amp; Next boards if appropriate.</li> </ul> <p>Develop independence with self-care routines.</p> <ul style="list-style-type: none"> <li>Toileting / handwashing / brushing teeth.</li> </ul> <p><i>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></p> <p><i>I can tell you some of things I need to do to be healthy</i></p> <p><i>I know what the word 'healthy' means and that some foods are healthier than others.</i></p> <p><i>I know how to help myself go to sleep and that sleep is good for me.</i></p> <p><i>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</i></p> <p><b>Building Relationships</b></p> <p>See themselves as part of a community.</p> <ul style="list-style-type: none"> <li>Wider school life – joining with reception outdoors.</li> <li>Viking awards.</li> </ul> <p><i>I can start to think about the jobs I might like to do when I'm older.</i></p> <p>Play with one or more other children.</p> <p><i>I know some kind words which can encourage people.</i></p> <p>Engage in pretend play with one or more children.</p> <ul style="list-style-type: none"> <li>Daily interactions during 'Do Time'.</li> </ul> <p>Begin to share and take turns with others.</p>	<p>Help to find solutions to conflict and rivalries, and begin to suggest other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <ul style="list-style-type: none"> <li>Reflect on experiences and feelings.</li> <li>Learn how to compromise and negotiate to solve problems.</li> </ul> <p><i>I know what to say and do if somebody is mean to me.</i></p> <p><b>Managing Self</b></p> <p>Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them.</p> <ul style="list-style-type: none"> <li>Link to school learning behaviours.</li> </ul> <p>Settle to an activity for some time, adult led or child initiated.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not depend on an adult to remind them of a rule.</p> <ul style="list-style-type: none"> <li>Follow daily routine and self-organisation.</li> </ul> <p>Be increasingly independent in meeting their own care needs.</p> <ul style="list-style-type: none"> <li>Getting dressed and undressed independently.</li> </ul> <p>Begin to make healthy choices about food, drink, activity and tooth brushing.</p> <p><i>I can tell you some things I can do and some food I can eat to be healthy.</i></p> <p><i>I can name parts of my body and show respect for myself.</i></p> <p><b>Building Relationships</b></p> <p>Develop a sense of responsibility and membership of a community.</p> <ul style="list-style-type: none"> <li>Describe responsibilities within the home and Nursery... <i>tidying up, helping others.</i></li> </ul> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> <li>Stay and Play opportunities for parents.</li> <li>Transition to Reception.</li> </ul> <p><i>I can tell you about my family.</i></p> <p>Show more confidence in new social situations.</p> <p><i>I understand how to make friends if I feel lonely.</i></p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <ul style="list-style-type: none"> <li>Negotiate different roles within play.</li> <li>Share ideas and take turns.</li> </ul> <p><i>I can tell you some of the things I like about my friends.</i></p> <p><i>I can work together and enjoy being with my friends.</i></p> <p>Suggest ways to enhance play by introducing additional resources / reflecting on own experiences.</p>
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	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, religion and so on. Develop friendships with other children. <i>I understand how it feels to belong and that we are similar and different</i> <i>I can use gentle hands and understand that it is good to be kind to people</i></p> <p>Begin to play with one or more other children.</p> <ul style="list-style-type: none"> <li>'Do Time' / small group work</li> </ul> <p>Begin to see themselves as part of a community.</p> <ul style="list-style-type: none"> <li>Group / Nursery / Family</li> </ul> <p><i>I know that all families are different.</i> <i>I know there are lots of different homes.</i> <i>I can tell you how I could make new friends.</i></p> <p>Objectives taken from JIGSAW have been written in italic <i>blue/pink</i> for reference.</p> <p><b>Physical Development</b></p> <p><b>Fine Motor Skills</b> <i>Begin to eat independently with a knife and fork.</i> Begin to increase independence as they get dressed and undressed.</p> <ul style="list-style-type: none"> <li>Toileting / outdoor play dress up... <i>stage area</i></li> </ul> <p><b>Understanding the World</b> <b>Past and Present</b> Begin to make sense of their own life story and family history.</p> <ul style="list-style-type: none"> <li>Begin to understand that they were once a baby/ toddler <ul style="list-style-type: none"> <li><i>I know that I was once a baby.</i></li> <li><i>I can talk about what I could do as a baby and what I can do now. (with support) baby, new, grow, toddler</i></li> </ul> </li> <li>Begin to develop an awareness about different types of families ...<i>family, mum, dad, brother, sister</i></li> </ul> <p><b>People, Culture &amp; Communities</b></p>	<p>Begin to extend and elaborate on play ideas with others.</p> <ul style="list-style-type: none"> <li>Start to negotiate different roles within play... <i>"you be the... and I'll be the..."</i> <i>I know who my safe adults are and how to stay safe if they are not close by me.</i></li> </ul> <p><b>Physical Development</b> <b>Fine Motor Skills</b> Continue to learn to use a knife and fork Continue to increase independence getting dressed and undressed</p> <p><b>Understanding the World</b> <b>Past and Present</b> Make sense of their own life story and family history.</p> <ul style="list-style-type: none"> <li>Continue to develop an awareness of themselves <ul style="list-style-type: none"> <li><i>I know who is in my family ... grandparent, grandma, grandad</i></li> </ul> </li> <li>Begin to imitate everyday actions and events from everyday life</li> </ul> <p><b>People, Culture &amp; Communities</b> Begin to develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>Begin to be aware of and enjoy celebrating: Chinese New Year/Shrove Tuesday / Ramadan / Easter</li> <li>Talk about places that are special to us.</li> <li>B&amp;V: Children will explore authentic religious artefacts such as soft toys and story books. Share pictures, books and videos of places of worship. Listen to religious music. Start to introduce religious terminology. Work on nature, growing, lifecycles.</li> </ul> <p>Continue to show interest in different occupations.</p> <ul style="list-style-type: none"> <li>Firefighter visit</li> <li>Show an awareness of different occupations through role-play... <i>vet, shopkeeper, school cleaner</i></li> </ul>	<p><i>I understand that we all start as babies and grow into children and then adults.</i> <i>I know that I grow and change.</i> <i>I can talk about how I feel moving to School from Nursery.</i> <i>I can remember some fun things about Nursery this year.</i></p> <p><b>Physical Development</b> <b>Fine Motor Skills</b> Eat independently using a knife and fork</p> <p>Be increasingly independent getting dressed and undressed</p> <p><b>Understanding the World</b> <b>Past and Present</b> Make sense of their own life story and family history.</p> <ul style="list-style-type: none"> <li><i>I can talk about some people in my extended family (with support) ... aunt, uncle, cousin</i></li> </ul> <p><b>People, Culture &amp; Communities</b> Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>Begin to be aware of and enjoy celebrating: Eid al-Fitr / Green Day / Earth Day / Eid Al-Adha</li> <li>Talk about special things.</li> <li>B&amp;V: Seize opportunities spontaneously or link with local events, celebrations and festivals – this will be ongoing all year. Begin to talk about the different ways in which people believe and behave, encouraging children to ask questions.</li> </ul> <p>Show interest in different occupations.</p> <ul style="list-style-type: none"> <li>Visit from Head Teacher and Reception Teachers</li> <li>Share information about different occupations and how they help people... <i>police, ambulance, firefighter, gardener</i></li> </ul> <p>Confidently share that there are different countries in the world and talk about differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> <li>Where are my family from?</li> <li>Where would you like to visit on holiday?</li> </ul>
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	<p><i>Make connections between the features of their family and other families.</i></p> <p><i>Notice differences between people.</i></p> <p><b>Begin to</b> develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>Look closely at photos of their family. Comment on their family; name members of their family.</li> <li>Talk about people who are special to the children.</li> <li>Begin to notice some differences between themselves and others... <i>hair colour, skin colour, hair type.</i></li> <li><b>Begin to</b> be aware of and enjoy celebrating: Rosh Hashanah / Harvest / Black History Month / Halloween / Bonfire Night / Diwali / Hanukkah / Christmas</li> <li>B&amp;V: Children will explore through creative play, dressing up and act out scenes from stories, celebrations and festivals. Make and eat festival food. Hearing and discussing stories of all kinds, including religious stories with themes such as goodness, difference, the inner world of thoughts and feelings and imagination.</li> </ul> <p><b>Begin to</b> show interest in different occupations... <i>teacher, doctor, dentist (visit from a dental nurse), postal worker</i></p> <p><b>Begin to recognise</b> that there are different countries in the world and talk about <b>some</b> of the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> <li>Which country do I live in? Where have I visited before in the UK?</li> </ul> <p><b>Implementation:</b>  <i>During each transition time, children will be greeted by a familiar adult from the setting. This familiar adult will see the children into the setting and ensure they are settled before moving away.</i>  <i>Children will be introduced to the four Zones of Regulation to support them in regulating and managing their emotions.</i>  <i>Circle time activities will promote our school values and learning behaviours through shared Learning</i></p>	<p><b>Continue to explore</b> that there are different countries in the world and talk about <b>a range of</b> the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> <li>Explore the Arctic / Jungle habitats in different countries.</li> <li>Share some details about holidays we have been on outside of the UK.</li> </ul> <p><b>Implementation:</b>  <i>Support children to learn to use the toilet with help, and then independently.</i>  <i>Talk to the children about the importance of eating healthily and brushing their teeth. Talk to the children about the importance of handwashing.</i>  <i>Circle Time and Zones of Regulation language.</i>  <i>Share Learning behaviour books/PSED from Nursery texts suggested booklist.</i>  <i>Healthy choices activities. Talk to the children about the importance of eating healthily and brushing their</i></p>	<p><b>Implementation:</b>  <i>Support children to learn to use the toilet with help, and then independently.</i>  <i>Talk to the children about the importance of eating healthily and brushing their teeth. Talk to the children about the importance of handwashing.</i>  <i>Circle Time and Zones of Regulation language.</i>  <i>Share Learning behaviour books/PSED from Nursery texts suggested booklist.</i>  <i>Create a rota for children to take responsibility for watering the plants.</i>  <i>Healthy choices activities.</i></p>
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	<p>behaviour books/PSED from Nursery texts suggested booklist. Throughout the half term, children will engage in many conversations about the similarities and differences between themselves, their families and their homes.</p> <p>Children will explore their new environment. Model useful phrases 'Can I have a turn?' Help children to feel values and that they belong, help children develop positive attitudes to diversity and Inclusion. Support children to learn to use the toilet with help, and then independently.</p> <p>Involve children in making decisions about room layout and resources.</p> <p>Set up a role play area in response to the children's interests.</p> <p>Explain why we have rules and display a number of necessary rules as reminders.</p> <p>Talk to the children about the importance of eating healthily and brushing their teeth. Talk to the children about the importance of handwashing.</p> <p>Dental Nurse Visit.</p> <p>Share information about our families, give children time to ask questions, share family photographs, share family books.</p> <p>To talk about how they look and name key body parts.</p> <p>To know that they were a baby and talk about how they have changed over time.</p> <p>Think Equal</p> <p><b>Events to share:</b></p> <p>Rosh Hashanah</p> <p>Black History Month</p> <p>Harvest Festival</p> <p>Healthy choices activities - Dental Nurse visit</p> <p>Halloween</p> <p>Bonfire Night - To learn about Guy Fawkes</p> <p>Remembrance Day - Link to the past</p> <p>Diwali</p> <p>World Nursery Rhyme Week</p>	<p>teeth. Talk to the children about the importance of handwashing.</p> <p>Think Equal</p> <p><b>Events to share:</b></p> <p>Burns Night</p> <p>Children's Mental Health Week</p> <p>Safer Internet Day</p> <p>Chinese New Year/Lunar New Year</p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>St. David's Day</p> <p>World Book Day</p> <p>Ramadan</p> <p>St. Patrick's Day</p> <p>Holi</p> <p>Easter Sunday</p>	<p>Take part in Green Day and Earth Day - links to recycling and caring for our planet.</p> <p>Explain why we have rules and display a number of necessary rules as reminders - E Safety.</p> <p>The Oscars.</p> <p>Praise children who help to solve conflicts by suggesting alternative ideas.</p> <p>Think Equal</p> <p><b>Events to share:</b></p> <p>Eid-Al-Fitr</p> <p>St. George's Day</p> <p>Eid-Al-Adha</p>
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	<i>Anti-Bullying Week</i> <i>St. Andrew's Day</i> <i>Hanukkah</i> <i>Christmas Day</i> <i>New Year's Eve</i>					
<b>Key Vocabulary</b>	Fundamental British Values, Characteristics of Effective Teaching and Learning, Learning Behaviours. <b>Jigsaw Aut 1:</b> Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique. <b>Jigsaw Aut 2:</b> Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family		Fundamental British Values, Characteristics of Effective Teaching and Learning, Learning Behaviours. <b>Jigsaw Spr 1:</b> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage <b>Jigsaw Spr 2:</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.		Fundamental British Values, Characteristics of Effective Teaching and Learning, Learning Behaviours. <b>Jigsaw Sum 1:</b> Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, calm me, Breathing <b>Jigsaw Sum 2:</b> Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.	
<b>Reception</b>	<b>All About Me/Farmyard</b>	<b>Light and Dark</b>	<b>Journeys</b>	<b>Explorers</b>	<b>Animal Growth / Minibeasts</b>	<b>Under the Sea</b>
	<b>Communication and Language</b> <b>Speaking</b> Develop social phrases. <ul style="list-style-type: none"> <li>Routines of the day ... <i>greetings, How are you?</i></li> <li>Friendship ... <i>Would you like to...?</i></li> </ul> <i>Use talk to organise themselves and their play.</i> <ul style="list-style-type: none"> <li><b>Begin to</b> form new friendships and build positive relationships.</li> </ul>		<b>Communication and Language</b> <b>Speaking</b> Use talk to help work out problems, organise thinking & activities explain how things work/why things happen. <ul style="list-style-type: none"> <li>Consider and respond to big questions.</li> </ul> Develop and use social phrases with confidence. <ul style="list-style-type: none"> <li>Daily interactions, build on conversations.</li> </ul>		<b>Communication and Language</b> <b>Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <ul style="list-style-type: none"> <li>Daily interactions and conversations.</li> </ul> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <ul style="list-style-type: none"> <li>Engage in conversations and offer explanations.</li> </ul> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <ul style="list-style-type: none"> <li>Answer questions and engage in daily conversations and interactions.</li> </ul>	
	<b>Personal, Social and Emotional Development</b> <b>JIGSAW:</b> Autumn 1: Piece 1 - <b>Being Me in My World</b> Autumn 2: Piece 2 - <b>Celebrating Difference</b>		<b>Personal, Social and Emotional Development</b> <b>JIGSAW:</b> Spring 1: Piece 3 - <b>Dreams &amp; Goals</b> Spring 2: Piece 4 - <b>Healthy Me</b>		<b>Personal, Social and Emotional Development</b> <b>JIGSAW:</b> Summer 1: Piece 5 - <b>Relationships</b> Summer 2: Piece 6 – <b>Changing Me</b>	

	<p><b>Self-Regulation</b>  <i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i></p> <ul style="list-style-type: none"> <li>How to compromise and negotiate to solve problems.</li> <li>Use book talk, puppets and real-life experiences.</li> </ul> <p>Begin to express feelings and consider the feelings of others.</p> <ul style="list-style-type: none"> <li>Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited.</i></li> <li>Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion.</i></li> </ul> <p>Begin to <i>recognise and manage feelings.</i></p> <p>Begin to <i>understand children's rights and that this means we should be allowed to learn and play.</i></p> <p>Begin to <i>understand which words to use to stand up for myself e.g. 'Please don't do that, I don't like it'</i></p> <p>Begin to <i>understand what is special to me</i> e.g. <i>family, friends, home, school, pets.</i></p> <p>Begin to set own goals and show resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> <li>Set a shared goal with a friend. Link to school learning behaviours and Have a Go Hero.</li> </ul> <p>Begin to identify and moderate own feelings socially and emotionally</p> <ul style="list-style-type: none"> <li>Focus on keeping <i>calm</i>, being <i>patient</i>, waiting for a <i>turn, sharing</i> and tidying up after themselves. Introduction to Zones of Regulation.</li> </ul> <p>Begin to <i>understand how it feels to belong and that we are similar and different.</i></p> <p>Begin to <i>understand what being responsible means.</i></p> <p><b>Managing Self</b>  Be increasingly independent in managing own self-care needs.</p> <ul style="list-style-type: none"> <li><i>Fasten</i> zips, buttons, coats, shoes.</li> </ul> <p>Develop confidence to try new activities and show independence.</p>	<p><b>Self-Regulation</b>  Express feelings and consider the feelings of others  Set own goals and show resilience and perseverance in the face of challenge through daily play and interactions.</p> <ul style="list-style-type: none"> <li>Daily interactions and class celebrations.</li> </ul> <p>Identify and moderate own feelings socially and emotionally.</p> <ul style="list-style-type: none"> <li>Daily interactions and <i>Zones of Regulation.</i></li> </ul> <p>Think about the perspectives of others.</p> <ul style="list-style-type: none"> <li>Circle Time discussions and learning behaviour stories.</li> </ul> <p><i>I understand that if I persevere, I can tackle challenges.</i>  <i>I can set a goal and work towards it</i>  <i>I can tell you about a time I didn't give up until I achieved my goal.</i>  <i>I can say how I feel when I achieve a goal and know what it means to feel proud.</i></p> <p>Begin to understand the link between what I learn now will help me when I am older.</p> <p><b>Managing Self</b>  Manage own self-care needs.</p> <ul style="list-style-type: none"> <li>Personal Hygiene.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <ul style="list-style-type: none"> <li><i>E safety, road safety.</i></li> </ul> <p><i>I understand that I need exercise to keep my body healthy</i>  <i>I understand how moving and resting are good for my body</i>  <i>Know which foods are healthy and not so healthy</i>  <i>I can make healthy eating choices</i>  <i>I know how to help myself go to sleep</i>  <i>I know why sleep is good for me</i>  <i>I can wash my hands thoroughly</i>  <i>I understand why it is important to wash my hands, especially before eating and after the toilet</i></p>	<p><b>Self-Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>Regular <i>Zones of Regulation</i> and <i>Think Equal</i> discussions.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><i>I can identify some of the jobs I do in my family.</i>  <i>Being to understand the impact of unkind words.</i>  <i>Continue to use Calm Time to manage my feelings.</i>  <i>I can express how I feel about moving to Year One.</i>  <i>I can talk about my worries/things I am looking forward to about Year One.</i>  <i>I can share my memories of Reception.</i></p> <p><b>Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><i>I can name parts of the body.</i>  <i>I can tell you some things that I can do and some foods that I can eat to be healthy.</i>  <i>I understand that we all grow from babies to adults.</i></p> <p><b>Building Relationships</b>  Continue to build constructive and respectful relationships.</p> <p><i>I know how to be a good friend.</i>  <i>I can think of ways to solve problems and stay friends.</i></p> <p>Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and to others' needs.</p> <p>Continue to see self as a valuable individual.</p> <ul style="list-style-type: none"> <li>Look back at achievements over the last year, link to the Oscars.</li> </ul>
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	<p>Begin to <i>identify something that I am good at.</i></p> <ul style="list-style-type: none"> <li>Access all types of enhancements (indoors &amp; outdoors).</li> </ul> <p>Know and <b>begin to</b> talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>Toothbrushing – importance and how ... <i>clean, decay, Dental Nurse visit.</i></li> <li>Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit.</i></li> </ul> <p>Know why it is important to wash my hands before eating and after the toilet.</p> <p>Begin to <i>understand why it is good to be kind and have kind, gentle hands.</i></p> <p><b>Building Relationships</b></p> <p>Begin to see self as a valuable individual</p> <p>Begin to understand that being different makes us special.</p> <ul style="list-style-type: none"> <li>Describe self, positively ... <i>proud, special, love.</i></li> </ul> <p>Begin to build constructive and respectful relationships</p> <ul style="list-style-type: none"> <li>Use social language to develop friendships see CL.</li> </ul> <p>Begin to <i>enjoy working with others, to make school a good place to be.</i></p> <p>Begin to <i>understand that everyone is good at different things.</i></p> <p>Begin to <i>understand and articulate how to be a kind friend.</i></p> <p>Objectives taken from JIGSAW have been written in <i>italic blue/pink</i> for reference.</p> <p><b>Physical Development</b> <b>Gross Motor Skills</b></p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p> <p><b>Understanding the World</b> <b>Past and Present</b></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p><b>Building Relationships</b></p> <p>See self as a valuable individual.</p> <ul style="list-style-type: none"> <li>Regular in classroom routines and discussions e.g. Viking Awards, Have a Go hero, Star of the Week.</li> </ul> <p><i>I understand the link between what I learn now and the job I might like to do when I'm older</i></p> <p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> <li>Daily Interactions and communication.</li> </ul> <p><i>I can use kind words to encourage others.</i></p> <p><i>I know who my safe adults are and how to stay safe if they are not close by me.</i></p> <p>Objectives taken from JIGSAW have been written in <i>italic blue/pink</i> for reference.</p> <p><b>Physical Development</b> <b>Gross Motor Skills</b></p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p> <p><b>Understanding the World</b> <b>Past and Present</b></p> <p>Continue to talk about past and present events in the context of their home / school life.</p>	<p>Continue to <i>know to make friends to stop myself from feeling lonely.</i></p> <p>Objectives taken from JIGSAW have been written in <i>italic blue/pink</i> for reference.</p> <p><b>Understanding the World</b> <b>Past and Present</b></p> <p>I know that some things were different when my parents / grandparents were children e.g. How have holidays changed over time?</p>
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	<p>Talk about their immediate family</p> <ul style="list-style-type: none"> <li>▪ <i>I know my family name / surname.</i></li> <li>▪ <i>I know who is in my immediate family.</i></li> </ul> <p>Develop an awareness of who is in their extended family... <i>grandparents, aunts, uncles, cousins.</i></p> <p>Begin to share key family events and <i>celebrations.</i></p> <ul style="list-style-type: none"> <li>▪ <i>I can talk about how I have changed since being a baby.</i></li> <li>▪ <i>I know that my parents and grandparents were once babies and children.</i></li> </ul> <p>Begin to talk about past and present events in their own life and the lives of family members.</p> <ul style="list-style-type: none"> <li>▪ Share family celebrations past and present.</li> </ul> <p><b>People, Cultures and Communities</b></p> <p>Begin to make sense of their own life story and family history.</p> <ul style="list-style-type: none"> <li>• Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> </ul> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>• Talk about what they do with their family and places they have been with their family. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>• Develop an awareness and talk about some key celebrations e.g. Rosh Hashanah, Harvest Day, Diwali, Halloween, Bonfire Night, Remembrance Day, St Andrew's Day, Hanukkah, Christmas.</li> </ul> <p>B&amp;V: Special People (Christianity) Who is special to you and why? Why are some people special? Why is Jesus a special person to Christians? How does the Christmas story show that Jesus is special to Christians? Who were Jesus's special friends?</p>	<ul style="list-style-type: none"> <li>▪ Discuss and share key achievements since starting school.</li> <li>▪</li> </ul> <p><b>People, Cultures and Communities</b></p> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>• Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community. Learn about Mother's Day.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>• Develop an awareness and talk about some key celebrations e.g., Chinese New Year, St David's Day, St Patrick's Day, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Easter.</li> </ul> <p>B&amp;V: Understand that some places are special to members of the community. (Christianity and Islam)</p> <p>Talk about somewhere that is safe and special to themselves, saying why. Design our own special place. Be aware that some religious people (Christians and Muslims) have places which have special meaning to them.</p> <p>Recognise a Church and how it is used using recently acquired vocabulary Recognise a Mosque and how it is used using recently acquired vocabulary</p> <p>Learn about special places in B&amp;V, talk about special places and visit local Church.</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Talk about key members in society who help us e.g. <i>Firefighter</i>, Site Manager, Plumber, Electrician, Builder, Joiner, Bus/Taxi/Train Driver</li> </ul> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> <li>• Investigate, explore and celebrate during Explorer Day and Africa Day.</li> </ul>	<p><b>People, Cultures and Communities</b></p> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>• Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community. Learn about Father's Day.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>• Develop an awareness and talk about some key celebrations e.g. St George's Day, Eid al-Fitr, Eid Al-Adha.</li> </ul> <p>B&amp;V: What is special about our world? (Christianity)</p> <p>Think about the wonders of the natural world expressing ideas and feelings.</p> <ul style="list-style-type: none"> <li>• What is most special in their world? What makes them happy?</li> </ul> <p>Respond imaginatively and expressively to the beauty and delight and the natural world.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to 'mess up' the world and what they do to look after it.</p> <p>Understand that Christians believe that God created the world.</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Talk about key members in society who help us e.g. Year One Teachers, Gardener</li> </ul>
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	<p>How does the feeding of the 5000 show that Jesus is special to Christians?</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Talk about key members in society who help us e.g. Dental Nurse, Doctor, Nurse, Head Teacher and Office staff, and Crossing Guard.</li> </ul> <p><b>Implementation:</b></p> <p>Introduce visual timeline, Have a Go Hero, Viking Awards. Support children to become increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly, hanging up coats and bags independently. Introduce our school values - Care, Aspire and Achieve and our school learning behaviours through texts and stories (see booklist). Introduce Zones of Regulation - share a range of books (see booklist). Circle Time activities. Share non-fiction texts about where our food comes from and healthy eating. Links to mud kitchen and provision enhancements on harvest. Provision enhancements on oral health. Dental Nurse visit.</p> <p>Think Equal</p>	<p><b>Implementation:</b></p> <p>Story time, Circle Time and PSHE lessons will support children to develop their self-regulation skills. Zones of Regulation lessons and stories Weekly focus on our school's learning behaviours through stories and discussions. Support children to select resources in the wider learning environment with increasing independence. Discuss road safety - road safety walk. Internet Safety Week - discuss e safety story. Children's Mental Health Week. Support children to develop friendships and play cooperatively with others. Introduce children to talk partners and use new vocabulary throughout the day. Word Aware - introduce children to new vocabulary and images/makaton signs. Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. We will ask questions to find out more and check that children understand what has been said ensuring children can answer who, where and when questions before moving on to why and how do you know questions. Continue to share school values - Care, Aspire and Achieve, Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning - Encouragement and praise - Have a Go Hero, Viking Awards. Model and facilitate role playing in the house, outdoor stage and space station and small world area.</p>	<p><b>Implementation:</b></p> <p>Daily story time. Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's developing vocabulary. Opportunities for children to develop new vocabulary, retell and share stories. Introduce children to talk partners and use new vocabulary throughout the day. Word Aware - introduce children to new vocabulary and images/makaton signs. Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. We will ask questions to find out more and check that children understand what has been said ensuring children can answer who, where and when questions before moving on to why and how do you know questions. Continue to share school values - Care, Aspire and Achieve, Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning - Encouragement and praise - Have a Go Hero, Viking Awards. Model and facilitate role playing and small world imaginative play throughout provision. Tales Toolkit - Use the bags to create a story using the tales toolkit symbols.</p> <p>Think Equal</p>
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<b>Key Vocabulary</b>	<p><b>Learning Behaviours:</b> pride, collaboration, independence, resilience, creativity, curiosity, Fundamental British Vales, Characteristics of Effective Teaching and Learning,</p> <p><b>ZoR:</b> red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried</p> <p><b>Jigsaw Aut 1:</b> Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.</p> <p><b>Jigsaw Aut 2:</b> Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p><b>Learning Behaviours:</b> pride, collaboration, independence, resilience, creativity, curiosity, Fundamental British Vales, Characteristics of Effective Teaching and Learning</p> <p><b>ZoR:</b> red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried</p> <p><b>Jigsaw Spr 1:</b> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p> <p><b>Jigsaw Spr 2:</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p><b>Learning Behaviours:</b> pride, collaboration, independence, resilience, creativity, curiosity, Fundamental British Vales, Characteristics of Effective Teaching and Learning</p> <p><b>ZoR:</b> red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried</p> <p><b>Jigsaw Sum 1:</b> Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p> <p><b>Jigsaw Sum 2:</b> Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>
<p><b>Early Learning Goals</b></p> <p>By the end of Reception children are expected to:</p>	<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p>		

	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>
<p><b>Mapping Curriculum Objectives</b></p> <p>How the early learning goals feed into the PSHE curriculum objectives in Year 1.</p>	

## Jigsaw Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition