

## PSHE Topic Plan and Coverage Overview

Year R

### ELG: Self-Regulation

Children at the expected level of development will:	Jigsaw supports by:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Children are given strategies to support this from the very start of Jigsaw. The 'Being Me in My World Puzzle' includes sessions on starting to recognise and manage feelings (Piece 2) and why it is good to be kind. They also consider children's rights and how to be responsible for making their setting a good place to learn and play. This is continued within 'Celebrating Difference' (Piece 5) on how to be a kind friend, and throughout 'Relationships' (e.g. Piece 4 on understanding the impact of unkind words and Piece 5 on using Calm Me time to manage feelings).
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Behaviour regulation and self-management are intrinsic in every lesson due to the mindfulness approaches interwoven throughout Jigsaw. The 'Dreams and Goals' Puzzle, specifically focusses on setting simple goals and considering the feelings children have when they have waited and worked towards these and achieved them.
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.	The transition from whole group/class to group activities allows the children to practice listening to and following instructions. The Pause Points using Jerrie Cat can support children in stopping their discussion or activity to take time out to listen and think.

### ELG: Managing Self

Children at the expected level of development will:	Jigsaw supports by:
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Throughout Jigsaw, children are challenged by new activities and challenges e.g. trying out how they might react in certain familiar or unfamiliar situations. In 'Dreams and Goals' they work towards specific challenging targets and are given the opportunity to demonstrate resilience and perseverance and strategies to support this. (e.g. Piece 1 – "I understand that if I persevere I can tackle challenges".)
Explain the reasons for rules, know right from wrong and try to behave accordingly.	'Being Me in My World' supports children in understanding the school/ setting rules and why we have them, and the right of children to learn and play. They consider the impact of their behaviour on others and the need for everyone to work together to ensure that they have a safe and happy learning environment.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	The 'Healthy Me' Puzzle specifically looks at this area and the children learn about exercise, moving and resting, healthy and unhealthy food and choices, sleep and why it is good for them, handwashing and personal hygiene when toileting, plus safety around strangers.

## ELG: Building Relationships

Children at the expected level of development will:	Jigsaw supports by:
<p>Work and play cooperatively and take turns with others.</p>	<p>These skills are embedded throughout Jigsaw as all children learn the importance of turn-taking using Jigsaw Jenie within the Jigsaw Circle. The children will also be working and playing co-operatively within their group activities. Some puzzles will have one session specifically focussed on how to work and play with others e.g. 'Being Me in My World' (Piece 3), 'Dreams and Goals' (Piece 4)</p>
<p>Form positive attachments to adults and friendships with peers.</p>	<p>The inclusion of both adults and children in the Jigsaw circle and some directed activities, enables positive attachments to be formed. Adults may often be asked to role play a situation (e.g. being mean or dis-respecting resources) to ensure that the children understand that they can offer advice and support to the adults as much as each other and regulating emotions is necessary skill for everyone.</p> <p>In some sessions, friendship skills are specifically focussed on (e.g. 'Relationships' in Pieces 2, 3 and 4) as well as the more inherent learning which comes though working and playing together.</p>
<p>Show sensitivity to their own and to others' needs.</p> 	<p>We encourage the children to be aware of their own feelings through both the mindfulness practice and discrete teaching e.g. 'Being Me in My World' (Piece 2 as discussed earlier) and 'Changing Me' Piece 5, when they can verbalise worries or things they are looking forward to about going to year 1.</p> <p>Sensitivity to the needs of others is always considered in every activity and is a focus of the learning in 'Celebrating Difference' (where the children consider how being different makes us all special and how to be a kind friend) and 'Relationships' (e.g. Piece 3 considering the impact of unkind words).</p>

The grid below shows where each of the learning outcomes from the PSHE Association's Core Themes 1, 2 and 3 are covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H1. about what keeping healthy means; different ways to keep healthy				X		
H2. about foods that support good health and the risks of eating too much sugar				X		
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday				X		
H4. about why sleep is important and different ways to rest and relax				X		
H5. simple hygiene routines that can stop germs from spreading				X		
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy				X		
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health				X		
H8. how to keep safe in the sun and protect skin from sun damage				X		
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV				X		
H10. about the people who help us to stay physically healthy				X	X	
H11. about different feelings that humans can experience	X	X	X	X	X	X
H12. how to recognise and name different feelings	X	X	X	X	X	X

<b>PSHE Association</b> <b>Core Theme 1 – Health and Wellbeing</b> <b>In Key Stage 1, pupils should be taught:</b>	<b>JIGSAW – the 6 Puzzles</b>					
	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>H13.</b> how feelings can affect people's bodies and how they behave	X	X	X	X	X	X
<b>H14.</b> how to recognise what others might be feeling	X	X	X	X	X	X
<b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things	X	X	X	X	X	X
<b>H16.</b> about ways of sharing feelings; a range of words to describe feelings	X	X	X	X	X	X
<b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)			X	X	X	
<b>H18.</b> 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	X	X	X	X	X	X
<b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		X	X		X	X
<b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better					X	X
<b>H21.</b> to recognise what makes them special	X	X	X	X	X	X
<b>H22.</b> to recognise the ways in which we are all unique	X	X	X	X	X	X
<b>H23.</b> to identify what they are good at, what they like and dislike	X	X	X	X	X	X
<b>H24.</b> how to manage when finding things difficult	X		X		X	X
<b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)						X

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<b>H26.</b> about growing and changing from young to old and how people's needs change						X
<b>H27.</b> about preparing to move to a new class/year group						X
<b>H28.</b> about rules and age restrictions that keep us safe	X			X		
<b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm			X	X	X	
<b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)				X		
<b>H31.</b> that household products (including medicines) can be harmful if not used correctly				X		
<b>H32.</b> 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				X		
<b>H33.</b> about the people whose job it is to help keep us safe	X	X		X		
<b>H34.</b> 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		X				
<b>H35.</b> about what to do if there is an accident and someone is hurt				X		
<b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)				X		
<b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel				X		

PSHE Association Core Theme 2 – Relationships In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives					X	
<b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for					X	
<b>R3.</b> about different types of families including those that may be different to their own		X			X	
<b>R4.</b> to identify common features of family life		X			X	
<b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried		X		X	X	X
<b>R6.</b> about how people make friends and what makes a good friendship		X			X	
<b>R7.</b> about how to recognise when they or someone else feels lonely and what to do		X			X	
<b>R8.</b> simple strategies to resolve arguments between friends positively		X				
<b>R9.</b> how to ask for help if a friendship is making them feel unhappy		X			X	
<b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online		X			X	
<b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying		X				
<b>R12.</b> 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		X				
<b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private		X				X

PSHE Association Core Theme 2 – Relationships In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R14. that sometimes people may behave differently online, including by pretending to be someone they are not					X Lesson in Community Area	
R15. how to respond safely to adults they don't know				X		
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe					X	
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	X				X	
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)					X	
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		X		X	X	
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				X	X	X
R21. about what is kind and unkind behaviour, and how this can affect others	X	X			X	
R22. about how to treat themselves and others with respect; how to be polite and courteous	X	X			X	
R23. to recognise the ways in which they are the same and different to others	X	X	X	X	X	X
R24. how to listen to other people and play and work cooperatively	X	X	X	X	X	X
R25. how to talk about and share their opinions on things that matter to them	X	X	X	X	X	X

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	X	X			X	X
L2. to recognise there are human rights, that are there to protect everyone	X	X			X	
L3. about the relationship between rights and responsibilities	X	X				
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	X	X			X	X
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	X				X	
L6. about the different groups that make up their community; what living in a community means	X	X	X		X	
L7. to value the different contributions that people and groups make to the community	X	X	X	X	X	X
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	X	X	X	X	X	X
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes		X			X	
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced		X			X	
L11. recognise ways in which the internet and social media can be used both positively and negatively					X	