



## Personal, Social, Health & Economic Education Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, Personal, Social, Health and Economic Education (PSHE), including Relationships Education, is embedded into our school ethos and values and is taught as part of a broad and balanced curriculum. From an early age, we want our children to make right choices and we want our children to grow as individuals and as members of families and communities, equipping them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives, both now and in the future. We plan our curriculum and our wider provision in order to achieve this.

Through our PSHE curriculum, we aim to develop our children's learning behaviours of concentration, curiosity and co-operation. We also aim to ensure children at Westfields Infants School enjoy learning, do not give up, have a go at things, keep improving and use their imagination. We teach these skills through a set of jigsaw pieces that connect together to help build confident and resilient learners.

At Westfields Infant School, our PSHE curriculum has been developed based on the area of learning of 'Personal, Social and Emotional Development' but also 'Communication and Language' and 'Understanding the World' within the [Statutory Framework for the Early Years Foundation Stage](#) as well as the Jigsaw Framework which ensures that we follow the requirements of the [National Curriculum](#).

We follow the Jigsaw PSHE programme and this equips all children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing physical and mental health. The PSHE curriculum perfectly connects the pieces of Personal, Social, Health and Economic Education with Spiritual, Moral, Social and Cultural development (SMSC) and the British Values.

### Early Learning Goals – Personal, Social and Emotional Development

#### Self-Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

#### Building Relationships ELG

- 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.

### Early Learning Goals – Communication and Language

#### Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

## Early Learning Goals – Understanding the World

### Past and Present ELG

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## The National Curriculum view of Personal, Social, Health and Economic Education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

SKILLS	Progression of Social and Emotional Skills		
	Reception	Year 1	Year 2
<b>Being me in the world</b>	<ul style="list-style-type: none"> <li>• Show and manage feelings associated with belonging.</li> <li>• Show and manage feelings of happiness and sadness.</li> <li>• Develop skills to play cooperatively with others.</li> <li>• Be able to consider others' feelings.</li> <li>• Be responsible in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that they are special.</li> <li>• Show that they are safe in their class.</li> <li>• Show helpful behaviours to make the class a safe place.</li> <li>• Show what it's like to feel proud of an achievement.</li> <li>• Demonstrate and manage feelings associated with positive and negative consequences.</li> <li>• Show an understanding that they have choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and manage own feelings and know when and where to get help.</li> <li>• Show good listening skills.</li> <li>• Show and manage the feeling of being worried.</li> <li>• Be able to work cooperatively.</li> </ul>

<b>Celebrating difference</b>	<ul style="list-style-type: none"> <li>• Show and manage feelings associated with being proud.</li> <li>• Demonstrate things they are good at.</li> <li>• Be able to vocalise success for themselves and about others successes.</li> <li>• Show some ways they can be different and the same as others.</li> <li>• Identify similarities and differences between their family and other families.</li> <li>• Demonstrate skills to make a friend.</li> <li>• Demonstrate skills to stand up for themselves.</li> <li>• Manage emotions when they or someone else is upset, frightened or angry.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and show ways in which they are the same as their friends and ways they are different.</li> <li>• Identify and show what is bullying and what isn't.</li> <li>• Show an understanding of how being bullied might feel.</li> <li>• Show ways to help a person who is being bullied.</li> <li>• Show emotions associated with making a new friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that boys and girls can be similar in many ways and that is OK.</li> <li>• Show an understanding/explain how being bullied can make someone feel.</li> <li>• Choose to be kind to someone who is being bullied.</li> <li>• Stand up for themselves when they need to.</li> <li>• Recognise that they shouldn't judge people because they are different.</li> <li>• Show an understanding that everyone's differences make them special and unique.</li> </ul>
<b>Dreams and goals</b>	<ul style="list-style-type: none"> <li>• Show an understanding that challenges can be difficult.</li> <li>• Recognise some of the feelings linked to perseverance.</li> <li>• Talk about a time that they kept on trying and achieved a goal.</li> <li>• Be ambitious.</li> <li>• Develop resilience.</li> <li>• Recognise how kind words can encourage people.</li> <li>• Feel proud.</li> <li>• Celebrate success.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well.</li> <li>• Identify and show how they learn best.</li> <li>• Celebrate an achievement with a friend.</li> <li>• Recognise and manage their own feelings when faced with a challenge or obstacle.</li> <li>• Recognise and show how they feel when they overcome an obstacle.</li> <li>• Store feelings of success so that they can be used in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe their own achievements and the feelings linked to this.</li> <li>• Recognise and show their own strengths as a learner.</li> <li>• Recognise and show how working with others can be helpful.</li> <li>• Be able to work effectively with a partner.</li> <li>• Be able to choose a partner with whom they work well.</li> <li>• Be able to work as part of a group.</li> <li>• Recognise and show how it feels to be part of a group that succeeds and store this feeling.</li> </ul>
<b>Healthy me</b>	<ul style="list-style-type: none"> <li>• Recognise and show how exercise makes them feel.</li> <li>• Recognise and show how different foods can make them feel.</li> <li>• Demonstrate what they need to do to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel good about themselves when they make healthy choices.</li> <li>• Realise that they are special.</li> <li>• Keep themselves safe.</li> <li>• Recognise ways to look after themselves if they feel poorly.</li> <li>• Recognise when they feel frightened and know how to ask for help.</li> <li>• Recognise how being healthy helps them to feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a desire to make healthy lifestyle choices.</li> <li>• Identify and show when a feeling is weak and when a feeling is strong.</li> <li>• Feel positive about caring for their bodies and keeping it healthy.</li> <li>• Have a healthy relationship with food.</li> <li>• Express how it feels to share healthy food with their friends.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Identify what jobs they do in their family and those carried out by parents/carers and siblings.</li> <li>• Suggest ways to make a friend or help someone who is lonely.</li> <li>• Use different ways to mend a friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Express how it feels to be part of a family and to care for family members.</li> <li>• Say what being a good friend means.</li> <li>• Show skills of friendship.</li> <li>• Identify and show forms of physical contact they prefer.</li> <li>• Say no when they receive a touch they</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different roles and responsibilities in their family.</li> <li>• Recognise and talk about the value that families can bring.</li> <li>• Recognise and talk about the types of physical contact that is acceptable or unacceptable.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise what being angry feels like and manage this emotion.</li> <li>Use Calm Me when angry or upset.</li> </ul>	<ul style="list-style-type: none"> <li>don't like.</li> <li>Praise themselves and others.</li> <li>Recognise and show some of their personal qualities.</li> <li>Say why they appreciate a special relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict.</li> <li>Identify and manage the negative feelings associated with keeping a worry secret.</li> <li>Identify and show the feelings associated with trust.</li> <li>Identify and show who they trust in their own relationships.</li> <li>Give and receive compliments.</li> <li>Say who they would go to for help if they were worried or scared.</li> </ul>
<b>Changing me</b>	<ul style="list-style-type: none"> <li>Identify and show how they have changed from a baby.</li> <li>Say what might change for them they get older.</li> <li>Recognise that changing class can illicit happy and/or sad emotions.</li> <li>Say how they feel about changing class/ growing up.</li> <li>Identify and show positive memories from the past year in school/ home.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding and accept that change is a natural part of getting older.</li> <li>Identify and show some things that have changed and some things that have stayed the same since being a baby (including the body).</li> <li>Express why they enjoy learning.</li> <li>Suggest ways to manage change e.g. moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that changes will happen and that some can be controlled and others not.</li> <li>Be able to express how they feel about Changes.</li> <li>Show appreciation for people who are older.</li> <li>Recognise and show the independence and responsibilities they have now compared to being a baby or toddler.</li> <li>Say what greater responsibilities and freedoms they may have in the future.</li> <li>Say who they would go to for help if worried or scared.</li> <li>Say what types of touch they find comfortable/ uncomfortable.</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened.</li> <li>Say what they are looking forward to in the next year.</li> </ul>

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
<b>Being me in the world</b>	<ul style="list-style-type: none"> <li>Know special things about themselves.</li> <li>Know that some people are different from themselves.</li> <li>Know how happiness and sadness can be expressed.</li> <li>Know that hands can be used kindly and unkindly.</li> <li>Know that being kind is good.</li> <li>Know they have a right to learn and play, safely and happily.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of a member of a class.</li> <li>Understand that their views are important.</li> <li>Understand that their choices have consequences.</li> <li>Understand their own rights and responsibilities with their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and show hopes and fears for the year ahead.</li> <li>Understand the rights and responsibilities of class members.</li> <li>Know how to make their class a safe and fair place.</li> <li>Know that it is important to listen to other people.</li> <li>Understand that their own views are valuable.</li> </ul>

			<ul style="list-style-type: none"> <li>• Know about rewards and consequences and that these stem from choices.</li> <li>• Know that positive choices impact positively on self-learning and the learning of others.</li> </ul>
<b>Celebrating difference</b>	<ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things.</li> <li>• Know that people can be good at different things.</li> <li>• Know what being unique means.</li> <li>• Know that families can be different.</li> <li>• Know that people have different homes and why they are important to them.</li> <li>• Know different ways of making friends.</li> <li>• Know different ways to stand up for myself.</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry.</li> <li>• Know that they don't have to be 'the same as' to be a friend.</li> <li>• Know why having friends is important.</li> <li>• Know some qualities of a positive friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have differences and similarities.</li> <li>• Know what bullying means.</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy.</li> <li>• Know skills to make friendships.</li> <li>• Know that people are unique and that it is OK to be different.</li> </ul>	<ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls.</li> <li>• Know that it is OK not to conform to gender stereotypes.</li> <li>• Know it is good to be yourself.</li> <li>• Know that sometimes people get bullied because of difference.</li> <li>• Know the difference between right and wrong and the role that choice has to play in this.</li> <li>• Know that friends can be different and still be friends.</li> <li>• Know where to get help if being bullied.</li> <li>• Know the difference between a one-off incident and bullying.</li> </ul>
<b>Dreams and goals</b>	<ul style="list-style-type: none"> <li>• Know what a challenge is.</li> <li>• Know that it is important to keep trying.</li> <li>• Know what a goal is.</li> <li>• Know how to set goals and work towards them.</li> <li>• Know which words are kind.</li> <li>• Know some jobs that they might like to do when they are older.</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older.</li> <li>• Know when they have achieved a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals.</li> <li>• Know how to achieve a goal.</li> <li>• Know how to work well with a partner.</li> <li>• Know that tackling a challenge can stretch their learning.</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>• Know when a goal has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it.</li> <li>• Know that it is important to persevere.</li> <li>• Know how to recognise what working together well looks like.</li> <li>• Know what good group working looks like.</li> <li>• Know how to share success with other people.</li> </ul>
<b>Healthy me</b>	<ul style="list-style-type: none"> <li>• Know the names for some parts of their body.</li> <li>• Know what the word 'healthy' means.</li> <li>• Know some things that they need to do to keep healthy.</li> <li>• Know that they need to exercise to keep healthy.</li> <li>• Know how to help themselves go to sleep and that sleep is good for them.</li> <li>• Know when and how to wash their hands properly.</li> <li>• Know what to do if they get lost.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy.</li> <li>• Know some ways to keep healthy.</li> <li>• Know how to make healthy lifestyle choices.</li> <li>• Know how to keep themselves clean and healthy.</li> <li>• Know that germs cause disease / illness.</li> <li>• Know that all household products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy.</li> <li>• Know what relaxed means.</li> <li>• Know what makes them feel relaxed / stressed.</li> <li>• Know how medicines work in their bodies.</li> <li>• Know that it is important to use medicines safely.</li> <li>• Know how to make some healthy snacks.</li> <li>• Know why healthy snacks are good for their bodies.</li> <li>• Know which foods given their bodies energy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to say No to strangers.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that medicines can help them if they feel poorly.</li> <li>• Know how to keep safe when crossing the road.</li> <li>• Know about people who can keep them safe.</li> </ul>	
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Know what a family is.</li> <li>• Know that different people in a family have different responsibilities (jobs).</li> <li>• Know some of the characteristics of healthy and safe friendship.</li> <li>• Know that friends sometimes fall out.</li> <li>• Know some ways to mend a friendship.</li> <li>• Know that unkind words can never be taken back and they can hurt.</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry.</li> <li>• Know some reasons why others get angry.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different.</li> <li>• Know that there are lots of different types of families.</li> <li>• Know that families are founded on belonging, love and care.</li> <li>• Know how to make a friend.</li> <li>• Know the characteristics of healthy and safe friends.</li> <li>• Know that physical contact can be used as a greeting.</li> <li>• Know about the different people in the school community and how they help.</li> <li>• Know who to ask for help in the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that families function well when there is trust, respect, care, love and co-operation.</li> <li>• Know that there are lots of forms of physical contact within a family.</li> <li>• Know how to stay stop if someone is hurting them.</li> <li>• Know some reasons why friends have conflicts.</li> <li>• Know that friendships have ups and downs and sometimes change with time.</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving methods.</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>• Know what trust is.</li> </ul>
<b>Changing me</b>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list).</li> <li>• Know that we grow from baby to adult.</li> <li>• Know who to talk to if they are feeling worried.</li> <li>• Know that sharing how they feel can help solve a worry.</li> <li>• Know that remembering happy times can help us move on.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle.</li> <li>• Know that changes happen when we grow up.</li> <li>• Know that people grow up at different rates and that is normal.</li> <li>• Know the names of male and female private body parts.</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them.</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Know that learning brings about change.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature.</li> <li>• Know that aging is a natural process including old-age.</li> <li>• Know that some changes are out of an individual's control.</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> <li>• Know the physical differences between male and female bodies.</li> <li>• Know the correct names for private body parts.</li> <li>• Know that private body parts are special and that no one has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable.</li> </ul>