

Nonsuch Primary School

# Progression to Year 1

P.S.H.E Document

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In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

### EYFS PSHE Skills

Piece 1:	Piece 2	Piece 3:	Piece 4:	Piece 5:	Piece 6
To recall personal events	To recall personal events	To recall personal events	To recall personal events	To recall personal events	To recall personal events
To articulate orally thoughts	To articulate orally thoughts	To articulate orally thoughts	To articulate orally thoughts	To articulate orally thoughts	To articulate orally thoughts
To articulate orally feelings	To articulate orally feelings	To articulate orally feelings	To articulate orally feelings	To articulate orally feelings	To articulate orally feelings
To engage in role play	To engage in role play	To engage in role play	To engage in role play	To engage in role play	To engage in role play
To engage in reflection	To engage in reflection	To engage in reflection	To engage in reflection	To engage in reflection	To engage in reflection
To work collaboratively	To work collaboratively	To work collaboratively	To work collaboratively	To work collaboratively	To work collaboratively

### EYFS PSHE Knowledge

Autumn *All About Me / Autumn/ Harvest*

**Piece 1:** To understand how it feels to belong and that we are similar and different.

- To recognise and manage feelings,
- To be able to work with others to make school a good place to be
- To understand why it is good to be kind and use gentle hands
- To begin to understand children's rights and how this means we should all be allowed to learn and play
- To understand what being responsible means

**Piece 2:**

- To understand that everyone is good at different things
- To understand that being different makes us all special
- To know that we are all different but the same in some ways.
- To be able to explain why a home is a special place.
- To know how to be a kind friend
- To know which words to use when someone says or does something unkind.

Spring *Chinese New Year / Traditional Tales*

**Piece 3:**

- To be able to persevere in tackling challenges.

**Piece 4:**

- To understand that exercises are needed to keep healthy.

<p>To be able to talk about a time when perseverance was needed to achieve a goal.</p> <p>To set a goal and work towards it</p> <p>To use kind words to encourage people.</p> <p>To understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>To say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>To know which foods are healthy and which are not so good eating choices can be made.</p> <p>To understand why sleep is important.</p> <p>To understand why it is important to wash hands after using the toilet and before eating.</p> <p>To know what a stranger is and how to stay safe if a stranger approach me</p>
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**Summer Spring and Growth / The Farm**

<p><u>Piece 5:</u></p> <p>To identify some of the jobs I do in my family and how I feel like I belong.</p> <p>To know how to make friends.</p> <p>To think of ways to solve problems and stay friends.</p> <p>To understand the impact of unkind words</p> <p>To use 'calm me' time to manage feelings.</p> <p>To know how to be a good friend</p>	<p><u>Piece 6:</u></p> <p>To be able to name parts of the body.</p> <p>To know what to do and eat to stay healthy.</p> <p>To understand that everyone grows from babies to adults.</p> <p>To express how I feel about moving to Year 1.</p> <p>To talk about worries and the things I am looking forward to about being in Year 1.</p> <p>To share memories of the best bits of the year in Reception.</p>
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**Key Vocabulary**

<u>Piece 1</u>	<u>Piece 2</u>	<u>Piece 3</u>	<u>Piece 4</u>	<u>Piece 5</u>	<u>Piece 6</u>
Feelings	Special	Achieve	Exercise	Job	Body
Same	Home	Goal	Healthy	Problem	Child
Different	Unkind	Proud	Clean	Friends	Adult
Kind		Encourage	Safe	unkind	Baby (ies)
Good		Older	Stranger	Calm	Worry (ies)

**Link to Year 1:**

<p><b><u>Piece 6Aims: (rationale? Jigsaw?)</u></b></p> <p>Jigsaw is a whole school approach to teaching PSHE. It is taught through six key themes or “pieces” that are revisited every year in an age-appropriate way.</p> <p>The aim of Jigsaw is to be a starting point for better learning, happier relationships, and more fulfilling lives for the adults of tomorrow.</p>	<p><b><u>Subject Content: Milestones in Yr 1</u></b></p> <p><b><u>Piece 1:</u></b> “Being in my World” focuses on self-identity, group identity, responsibilities , consequences and teamwork.</p> <p><b><u>Piece 2:</u></b> “Celebrating Differences” focuses on similarities and difference, bullying, stereotyping, racism, discrimination., individuality and celebrating differences.</p> <p><b><u>Piece 3:</u></b> “Dreams and Goals” focuses on aspirations. Goals, challenges, teamwork, resilience, jobs and careers, and simple budgeting.</p> <p><b><u>Piece 4:</u></b> “Healthy Me” focuses on drugs and alcohol education, self-esteem, confidence and healthy lifestyle choices</p> <p><b><u>Piece 5:</u></b> “Relationships” focuses on friendship, family, other relationships, conflict resolution, communication, loss and bereavement.</p>
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<p><b>Piece 6:</b> "Changing Me" focuses on coping positively with change, puberty, environmental and life cycles (including human reproduction in year 6)</p>
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