



THAMES DITTON INFANT SCHOOL CURRICULUM MAP for PERSONAL, SOCIAL & HEALTH EDUCATION

VISION

At Thames Ditton Infant School, we intend all children to be equipped with the knowledge, skills and personal attributes they need to develop positive, respectful relationships and to make informed choices about their physical health and mental wellbeing. Our PSHE curriculum places a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, skills which are evermore vital in our rapidly changing and challenging world. By giving children time, space and confidence to share ideas, discuss feelings and engage in relaxation and mindfulness activities, we seek to support and advance their emotional awareness, develop their concentration and focus, and equip them physically, emotionally and socially to take an active and positive part in the world and society around them.

‘A person’s a person, no matter how small.’

Dr Suess

‘A child’s mental health is just as important as their physical health.’

Kate Middleton

”What do you want to be when you grow up?” “Kind” said the boy.

The Boy, the Fox, the Mole and the Horse by Charlie Mackesy

CURRICULUM

EYFS DEVELOPMENT MATTERS

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of a challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspective of others.

Manage their own needs.

Know and talk about the difference factors that support their overall health and wellbeing – regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.

EARLY LEARNING GOAL -

Self regulation

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

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

Work and play cooperatively and take turns with others.

For positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others’ needs.

JIGSAW

Skills and knowledge identified in the progression grid reflect the requirements of the JIGSAW PSHE Scheme of Learning.

SKILLS PROGRESSION

| EYFS | YEAR 1 | YEAR 2 |
|---|--|---|
| BEING ME IN MY WORLD | | |
| <ul style="list-style-type: none"> • Help others to feel welcome. • Make our school a safer place. • Care for others. • Work well with others. • Think about our right to learn. | <ul style="list-style-type: none"> • Explain why my class is a happy and safe place to learn. • Say how individuals help to make the class a happy and safe place. | <ul style="list-style-type: none"> • Explain why individual behaviour can impact on others in the class. • Understand how some individual choices can be better than others. |
| CELEBRATING DIFFERENCE | | |
| <ul style="list-style-type: none"> • Accept that we are all different. • Include others when working and playing. • Know ways to help other people. • Know that it is important to be kind. • Give and receive compliments. • Know to ask an adult for help when I need it. | <ul style="list-style-type: none"> • Say ways in which I am different from my friends. • Understand that these differences make us special and unique. • Explain what bullying is and how bullying can make someone feel. • Name 5 adults that I know can help me if I need it (5 finger check). | <ul style="list-style-type: none"> • Say ways in which my friends are different from me. • Say why I value differences between myself and others. • Know that people may be bullied because they are seen to be different. • Know actions I can take if I or someone I know is being bullied. • Know how to use the ‘5 finger check’ to keep myself and others safe. |

| DREAMS & GOALS | | |
|--|---|---|
| <ul style="list-style-type: none"> Stay motivated when something is challenging. Work well with a partner or a group. Keep calm when dealing with tricky situations. | <ul style="list-style-type: none"> Tell you how I felt when I achieved a success and how I celebrated. Know how to store feelings of success internally. | <ul style="list-style-type: none"> Talk about ways I have worked collaboratively to achieve a goal. Express how it felt to work successfully as part of a group. Understand how to give a compliment and how it feels to receive one. |
| HEALTHY ME | | |
| <ul style="list-style-type: none"> Know how to make healthy food choices. Be physically active. Try to keep self and others safe. Know how to be a good friend. | <ul style="list-style-type: none"> Explain why my body is amazing. Identify ways to keep my body safe and healthy. Say how being healthy can make me feel happy. | <ul style="list-style-type: none"> Explain how some foods and medicines can be good for my body. Compare 'good choices with less healthy/less safe choices. Express how it feels to make healthy/safe choices. |
| RELATIONSHIPS | | |
| <ul style="list-style-type: none"> Know how to make friends. Know ways to be a good friend. Try to solve friendship problems when they occur. Show respect when dealing with other people. Know some ways to deal with negative emotions. | <ul style="list-style-type: none"> Know that I have special relationships with some people. Say how having special relationships with some people makes me feel and keeps me safe. Explain how my qualities help my relationships with others. Describe behaviours in others that I like and those that I do not like. | <ul style="list-style-type: none"> Compare relationships that make me feel happy, comfortable and safe, and those that do not. Identify things that may cause conflict with others. Know problem solving techniques to resolve conflict with others. |
| CHANGING ME | | |
| <ul style="list-style-type: none"> Know that everyone is unique and special. Know when I feel happy. Understand that changes are a normal part of everyday life. Accept and feel happy about change. | <ul style="list-style-type: none"> Talk about some changes that happen as babies grow into children. Have respect for my body and know that some parts of it are private (NSPCC Pantosaurus underwear rule). | <ul style="list-style-type: none"> Recognise the physical differences between boys and girls. Use the correct names for parts of the body (Penis, testicles, vagina, anus). Have respect for my body and other people's bodies and know that some parts of bodies are private (NSPCC Pantosaurus underwear rule). Give reasons why I like/do not like being a boy/girl. |
| EMOTIONAL HEALTH AND WELL-BEING | | |
| <ul style="list-style-type: none"> Name at least two comfortable and uncomfortable feelings. Identify who could help if they were feeling sad or worried. Know that we need to work on keeping our bodies and minds healthy. Talk about what they like to do to relax and calm their mind. Identify different ways to keep active. Name at least two healthy and two less healthy foods. | <ul style="list-style-type: none"> Identify a range of comfortable and uncomfortable feelings. Identify who could help if they experience an uncomfortable feeling. Know that mental health is about how we feel, act and think about ourselves. Know that we need to seek help if we are finding it difficult to manage our thoughts and feelings. Identify different ways to calm and relax the mind. Know that building in opportunities to relax in daily life is important for well-being. Identify different ways to keep active and understand at least one benefit of doing so. Identify a range of healthy foods and know that some foods should be eaten in moderation. | <ul style="list-style-type: none"> Identify a range of comfortable and uncomfortable feelings. Suggest ways to help deal with uncomfortable feelings. Know that mental health is about how we feel, act and think about ourselves. Know what might impact on our mental health. E.g. being bullied, loneliness, relationships etc. Identify different ways to calm and relax the mind. Know that building in opportunities to relax in daily life is important for well-being, and some of the consequences of how we might feel if we did not do this. Identify different ways to keep active and understand the physical and mental benefits of doing so. Talk about the impact on health if we did not exercise. Know the benefits of a healthy, balanced diet. Name foods that have a large proportion of salt or sugar. Describe the impact on health if we did not eat a healthy diet. |

INTENT FOR...

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| CHILDREN | to become safe, healthy, independent, responsible and resilient individuals with high self-esteem and self-confidence; to be able to make informed decisions about physical health and mental wellbeing, and to form mindful, positive and respectful relationships. |
| STAFF | to make a significant and lasting contribution to the spiritual, moral, social and cultural development of pupils, their behaviour and safety; to promote good physical health and wellbeing through trusted relationships and encouraging children to seek help and support if needed. |
| PARENTS | to work with the school to help their child lead a healthy, safe, fulfilling, responsible and balanced life. |

IMPLEMENTATION

EARLY YEARS FOUNDATION STAGE

| TOPIC | LEARNING | KEY TEXTS |
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| ONCE UPON A TIME... | Being me in My World – thinking about how we are all different in the same way the toys we like are different, exploring emotions and whether we can identify them by looking at pictures of people, discussing how to be a positive member of the class and how you belong together in the class. Teaching PANTS rule. | Texts - Hands are not for hitting, Dogger |
| ...LONG, LONG AGO | Celebrating difference – discussing what we are good at and how we all have different strengths, how it is ok to like different things to your friends, exploring how we have different houses and family lives but how there are also some similarities, thinking about how we can stand up for ourselves and when we might need to do this. | Texts – Barry the Fish with Fingers, The Family Book, |
| OFF WE GO... | Dreams and Goals – understanding that it take perseverance to reach goals and reflecting on a time we have done this in the past, thinking about how our words can support others who are taking on challenges, reflecting on how it feels to reach a goal. | Texts – Love Monster, Don't Worry, Hugless Douglas, |

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| ...TO THE WORLD AND BEYOND | Healthy Me – understanding how to keep our body and mind healthy through exercise, healthy eating and getting a good amount of sleep. Discussing the importance of washing hands carefully. Understanding what a stranger is and how to stay safe if approached by a stranger. | Texts – Never talk to strangers, Red Riding Hood |
| GROWING | Relationships – identifying roles in our families, discussing what we can do if we feel lonely or notice someone else feeling that way. Discussing kind/unkind things we can say to others and how they might make people feel, thinking about whether it is ok to disagree with friends sometimes and what you can do about it. Exploring things we can do if we feel very angry. | Texts – Topsy and Tim, |
| LET'S CELEBRATE | Changing me – labelling different parts of our body, thinking about how we have changed since we were babies. Discussing how we feel about transition into year 1 and having the opportunity to reflect on this year's achievements and experiences. | Texts – The Very Hungry Caterpillar, Tell me what its like to be big, The Huge Bag of Worries |

YEAR 1

| TOPIC | LEARNING | KEY TEXTS/SONGS |
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| WHERE I BELONG | Being me in My World – identifying special and safe places, exploring rights and responsibilities within the classroom, discussing rewards and consequences, deciding on class rules, thinking about online safety | Songs – I am special, Choices |
| IN DAYS GONE BY | Celebrating difference – exploring ways we are similar to and different from others, celebrating everyone as individuals, talking about what bullying is, discussing how to be a good friend and how to deal with bullying, finding ways to support making new friends | Song – There's a place Texts – Making Friends, Something Else |
| THE GREAT OUTDOORS; ANIMALS | Dreams and Goals – setting goals and thinking of smaller steps to help achieve them, working together to reach shared goals, exploring times we have need to stretch ourselves to achieve success and thinking of ways to overcome challenges, discussing how to celebrate and reward success | Song – Learning to Learn Texts – We're Going on a Bear Hunt, Riley can be anything, Cleversticks |
| THE GREAT OUTDOORS; PLANTS | Healthy Me – thinking about what being healthy means – making links to physical and mental wellbeing, sorting healthy and unhealthy food and lifestyle choices, talking about the importance of medicine safety, reinforcing road, rail and water safety. | Songs – If you're Happy and you Know it, Keep Fit – Keep Healthy, Happy Healthy song book Text – Six Dinner Sid |
| EXPLORING OUR SKIES; UP, UP AND AWAY! | Relationships – sharing our different families, exploring ways to greet different people, thinking about how to make and keep good friends, discussing people who help us, reinforcing the PANTS rule, celebrating our relationships | Songs – Pantosaurus, The Colours of Friendship, You've Got a Friend Texts – I want a Friend, Fred Stays with Me |
| EXPLORING OUR SKIES; WONDERFUL WEATHER! | Changing me – finding out about different life cycles and linking them to our own, thinking about ways we change as we grow, identifying similarities and differences between bodies, naming key body parts for different genders, understanding ways to cope with changes in our bodies and our lives | Song – A New Day, Change and Grow Texts – Moving, Once there were Giants, All Change for Jack |

YEAR 2

| TOPIC | LEARNING | KEY TEXTS |
|---------------------------|---|--|
| MAGICAL CREATURES | Being me in My World – identifying our hopes and fears for the year ahead, understanding our rights and responsibilities as a member of the class and school (linked to class Role Models), sharing ideas about rewards and consequences, understanding how a class charter of rules will help us all to learn. | Texts – The huge bag of worries. I'll do it! Song - Choices |
| TUNNELS, TURRETS & TOWERS | Celebrating difference – starting to understand how some people have stereotypes about boys and girls, understanding that bullying can sometimes be about difference, recognising what is right and wrong and how to look after self, discussing ways to make friends and ways that we are similar to and different from our friends, know how to be kind and safe online. | Texts - Dulcie Dando, Bill's new frock, Willy and Hugh Songs – Learning Together, The Colours of Friendship, There's a place |
| ANIMAL ADVENTURES | Dreams and Goals – Choosing realistic goals and thinking about ways to achieve it, knowing that perseverance is important, even when we find things difficult, recognising that it is easier to work with some children than others and why, working cooperatively to achieve end results and talking about ways that we can help each other, sharing successes with others. | Song – Learning to Learn |
| LAND AHOY! | Healthy Me – Knowing things that help to keep our bodies healthy, knowing what it means to be relaxed and naming some things that can make us relaxed or stressed, understanding how medicines work in our bodies and how to use them safely, sorting foods into food groups and knowing which kinds of food we need to give us energy and keep us healthy, making healthy snacks and saying why they are healthy | Text – Poor Monty Song – Keep Fit, Keep Healthy |
| OUT OF THIS WORLD | Relationships – identifying different members of our families and understanding our relationships with each of them, discussing the different kinds of physical contact with members of our family and which are acceptable, identifying things that can cause conflict with friends, discussing secrets that are good and times when we should not keep secrets, knowing who can help us in our family, school and community, expressing appreciation for people that we have special relationships with. | Texts – How's in my family?, Hugless Douglas, I have a secret, Don't tell lies Lucy Songs – The Colours of Friendship, Learning Together, R-E-L-A-T-I-O-N-S-H-I-P-S |
| LAND OF THE RISING SUN | Changing me – recognising life cycles in nature, recognising changes that happen as we get older and that these are inevitable, talking about how our bodies have changed since we were babies and recognising where we are on the continuum from young to | Texts – My Grandpa is amazing, Titch, Hug |

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| | old, recognising the physical differences between boys and girls and using the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and that these parts are private, discussing the NSPCC Pants Rule, understanding different kinds of touch and which are positive/negative, looking forward to changes in Year 3. | Songs – Changing as I Grow, The Pantosaurus Song, A New Day |
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| ENRICHMENT OPPORTUNITIES | | |
|---|---|---|
| EYFS | YEAR 1 | YEAR 2 |
| Friendship Week Safer Internet Day Wellbeing Week | Friendship Week Safer Internet Day Wellbeing Week | Friendship Week including anti-bullying drama workshops Safer Internet Day Wellbeing Week |

WELLBEING

 At the heart of Thames Ditton Infant School community, we provide a nurturing environment where we prioritise emotional growth and wellbeing for every child, staff member and parent. Through fostering empathy, resilience and positive relationships, we empower individuals to flourish academically, socially and emotionally, ensuring a holistic wellbeing for all.

Embedding wellbeing in PSHE through:

- Opportunities to connect through collaborative activities
- Opportunities to celebrate and share the uniqueness of our families
- Celebrating our talents and achievements and identifying new goals
- Opportunities to identify and explore a range of feelings and how to manage them
- Exploring a range of activities to promote mindfulness
- Exploring ways to keep our mind and body healthy

| SPIRITUAL | MORAL | SOCIAL | CULTURAL |
|--|---|--|---|
| Fostering curiosity about themselves, others and their place in the world. Celebrating being unique and diversity. Reflecting on and evaluating their feelings, beliefs, values and experiences. Celebrating their own achievements and those of others and identifying goals. Understanding and experiencing the benefits of mindfulness. | Understanding that our behaviour and actions have consequences. Recognising what makes a good friendship and identifying appropriate boundaries. Demonstrating understanding of right and wrong through discussion and actions. Treating others with respect and showing commitment to anti-bullying. Learning about making healthy choices to promote good physical health and mental wellbeing. | Communicating ideas effectively whilst participating in a range of practical activities. Learning about the characteristics of healthy, respectful relationships and knowing how to resolve conflicts. Understanding the importance of feeling safe in our relationships and recognising when and how to seek help. Making a positive contribution to our school and the wider community by learning to become thoughtful, responsible individuals. | Developing a positive attitude towards different cultures within the school community and beyond. Demonstrating awareness and respect for diversity, including different kinds of families and heritage. Appreciating and celebrating differences between themselves and others. Understanding how rules help to keep us safe. |