

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we talk about how we have similarities and differences from our friends and how that is OK. We begin working on recognising and managing our feelings, identifying different ones and the causes these can have. We talk about working with others and why it is good to be kind and use gentle hands. We discuss children's rights, especially linked to the right to learn and the right to play. We talk about what it means to be responsible.

Subject Specific Key Vocabulary

angry Another word for mad.	different Things that are not the same.	excited To be very enthusiastic about something.	feelings An emotion.	friend A person who we have a bond with.	gentle Calm, kind and soft.	happy A pleasant emotion.
kind To be generous, helpful or caring about other people.	nervous Feeling or showing worry.	rights Things that we are allowed to have as human beings.	responsibilities The requirement to do something correctly.	similar Things that are the same, or almost the same.	taking turns To alternate doing something, one person after another.	unique Being the only one of its kind; unlike anything else.



We will learn together:

... special things about ourselves.

... that some people are different from ourselves.

... how happiness and sadness can be expressed.

... that hands can be used kindly and unkindly.

... that being kind is good.

... we all have a right to learn and play, safely and happily.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand how it feels to belong and that we are similar and different
2. I can start to recognise and manage my feelings
3. I enjoy working with others to make school a good place to be
4. I understand why it is good to be kind and use gentle hands
5. I am starting to understand children's rights and this means we should all be allowed to learn and play
6. I am learning what being responsible means

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we are encouraged to think about things that we are good at whilst understanding that everyone is good at different things. We talk about being different and how that makes everyone special but also recognising that we are the same in some ways. We talk about our homes and are asked to explain why it is special to us. We talk about friendship and how to be a kind friend and how to stand up for ourselves if someone says or does something unkind to us.

Subject Specific Key Vocabulary

<p>angry Another word for mad.</p>	<p>different Things that are not the same.</p>	<p>friends A person who we have a bond with.</p>	<p>family A group of one or more parents and their children living together as a unit.</p>	<p>frightened Another word for scared.</p>	<p>happy A pleasant emotion.</p>	<p>kind To be generous, helpful or caring about other people.</p>
	<p>proud Being pleased with our own achievements.</p>	<p>same To indicate a comparison between two or more things.</p>	<p>sad Opposite of happy.</p>	<p>special Something, or someone, that is better than normal.</p>	<p>similar Things that are the same, or almost the same.</p>	<p>unique Being the only one of its kind; unlike anything else.</p>



What social and emotional skills will we use?

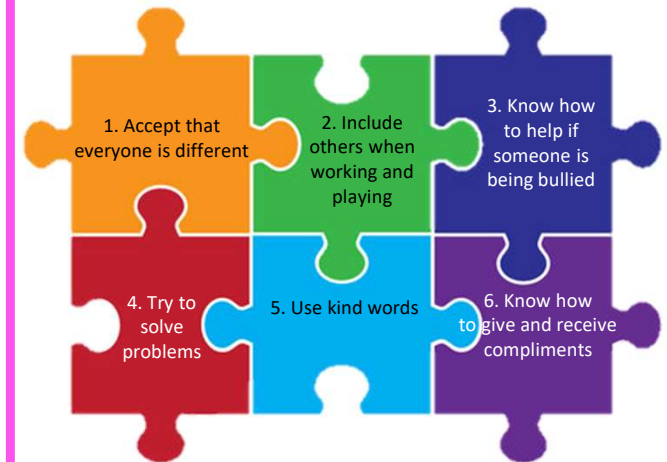
- Identify feelings associated with being proud
 - Identify things we are good at
- Be able to vocalise success for ourselves and about others successes
 - Identify some ways we can be different and the same as others
- Recognise similarities and differences between our family and other families
 - Identify and use skills to make a friend
 - Identify and use skills to stand up for ourselves
- Recognise emotions when we or someone else is upset, frightened or angry

- We will learn together:**
- ... what being proud means, and that people can be proud of different things.
 - ... why having friends is important.
 - ... that people have different homes and why they are important to them.
 - ... some qualities of a positive friendship.

- ... that people can be good at different things.
- ... that we don't have to be 'the same as' to be a friend.
- ... that families can be different.

- ... what being unique means.
- ... the names of some emotions such as happy, sad, frightened, angry.
- ... different ways to stand up for myself.
- ... different ways of making friends.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can identify something I am good at and understand everyone is good at different things
2. I understand that being different makes us all special
3. I know we are all different but the same in some ways
4. I can tell you why I think my home is special to me
5. I can tell you how to be a kind friend
6. I know which words to use to stand up for myself when someone says or does something unkind

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle the we talk about challenges and facing up to them. We discuss not giving up and trying until we have achieved our goal. We are encouraged to think about jobs that we might like to have when we are older and are taught to associate what we learn now with being able to have the job we want. We also talk about achieving goals and the feelings linked to this.

Subject Specific Key Vocabulary

dream Ambition or hopes that mean a lot to someone.	challenge Something that makes us think.	ambition A strong desire to do or achieve something.	achievement Something we have done well and been successful at.	kind To be generous, helpful or caring about other people.
gaol An ambition or something we want to achieve.	job A task or piece of work, sometimes one that is paid.	perseverance Trying again despite difficulty.	happy A pleasant emotion.	encouragement The action of giving someone support or hope.



What social and emotional skills will we use?

- Understand that challenges can be difficult
- Recognise some of the feelings linked to perseverance
- Talk about a time that we kept on trying and achieved a goal
 - Be ambitious and resilient
- Recognise how kind words can encourage people
 - Feeling proud
- Celebrate our success and the successes of others

We will learn together:

... what a challenge is.

... that we must work hard now in order to be able to achieve the job we want.

... how to set goals and how to work towards them.

... that it is important to keep trying.

... how we'll know when we've achieved a goal.

... what jobs we might like to do when we are older.

... what a goal is.

... which words are kind.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand that if I persevere I can tackle challenges

2. I can tell you about a time I didn't give up until I achieved my goal

3. I can set a goal and work towards it

4. I can use kind words to encourage people.

5. I understand the link between what I learn now and the job I might like to do when I'm older.

6. I can say how I feel when I achieve a goal and know what it means to feel proud

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we learn about our bodies; the names of some key parts as well as how to stay healthy. We will talk about food and that some foods are healthier than others. We'll discuss the importance of sleep and what we can do to help ourselves get to sleep. We will talk about hand washing and why it is important. We will also discuss stranger danger and what we should do if approached by someone we don't know.

Subject Specific Key Vocabulary

active To be engaging or energetic	adult A person who is fully grown.	clean Free from dirt, marks or stains. Opposite of dirty.	exercise Activity requiring physical effort.	healthy In good physical or mental condition.
		safe To be protected from danger or risk.	scared To be frightened or fearful.	stranger A person who we do not know or are not very familiar with.



What social and emotional skills will we use?

- Recognise how exercise makes us feel
- Recognise how different foods can make us feel
- Can explain what we need to do to stay healthy
 - Can give examples of healthy food
- Can explain how we might feel if we don't get enough sleep
- Can explain what to do if a stranger approaches us

We will learn together:

... the names for some parts of my body.

... some things that we need to do to keep healthy.

... how to help ourselves go to sleep and that sleep is good for us.

... what the word 'healthy' means.

... what we need to exercise to keep healthy.

... how to say No to strangers.

... when and how to wash my hands properly.

... what to do if we get lost.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand that I need to exercise to keep my body healthy
2. I understand how moving and resting are good for my body
3. I know which foods are healthy and not so healthy and can make healthy eating choices
4. I know how to help myself go to sleep and understand why sleep is good for me
5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
6. I know who my safe adults are and how to stay safe if they are not close by me

PSHE/RSHE Knowledge Organiser

EYFS: Summer Term 1 Puzzle -

Relationships



People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we are introduced to the key relationships in our lives. We learn about families and the different roles people can have in a family. We explore the friendships we have and what makes a good friend. We are introduced to simple strategies we can use to mend friendships. We also learn about Jigsaw's Calm Me and how we can use this when feeling upset or angry.

Subject Specific Key Vocabulary

friends A person who we have a bond with.	family A group of one or more parents and their children living together as a unit.	relationships The way in which two or more people or things are connected.	lonely To be sad because one has no friends or company.	feelings The emotions we feel.
	Jobs A task or piece of work, sometimes one that is paid.	argue To have a disagreement.	angry Another word for mad.	upset Another word for sad.



We will learn together:

What social and emotional skills will we use?

- Can identify what jobs we do in our family and those carried out by parents/carers and siblings
- Can suggest ways to make a friend or help someone who is lonely
 - Can use different ways to mend a friendship
 - Can recognise what being angry feels like
 - Can use Calm Me when angry or upset

... that unkind words can never be taken back and they can hurt.

... some ways to mend a friendship.

... some reasons why others get angry.

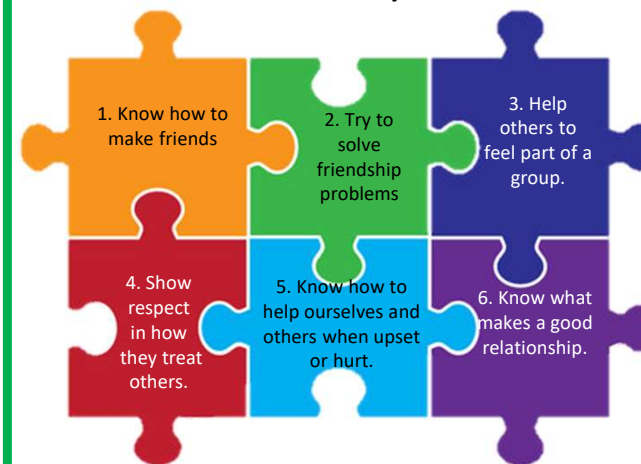
... that different people in a family have different responsibilities (jobs).

... some of the characteristics of healthy and safe friendship.

... that friends sometimes fall out.

... what a family is.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can identify some of the jobs I do in my family and how I feel like I belong
2. I know how to make friends to stop myself from feeling lonely
3. I can think of ways to solve problems and stay friends
4. I am starting to understand the impact of unkind words
5. I can use Calm Me time to manage my feelings
6. I know how to be a good friend

PSHE/RSHE Knowledge Organiser

EYFS: Summer Term 2 Puzzle -

Changing Me



People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we are encouraged to think about how we have changed from being a baby and what may change for us in the future. We consolidate the names and functions of some of the main parts of the body and discuss how these have changed. We learn that our bodies change in lots of different ways as we get older. We understand that change can bring about positive and negative feelings, and that sharing these can help. We also consider the role that memories can have in managing change.

Subject Specific Key Vocabulary

adult A person who is fully grown or developed.	baby A very young child.	change To make something different.	excited To be very enthusiastic about something.	grown-up Another word for an adult.
	grow The act or process of growing.	healthy In a good physical or mental condition.	memories Something remembered from the past.	worry The state of being anxious over actual or potential problems.



What social and emotional skills will we use?

- Can identify how we have changed from a baby
- Can say what might change for us as we get older
- Recognise that changing class can elicit happy and/or sad emotions
- Can say how we feel about changing class/ growing up
- Can identify positive memories from the past year in school/ home

We will learn together:

... the names and functions of some parts of the body.

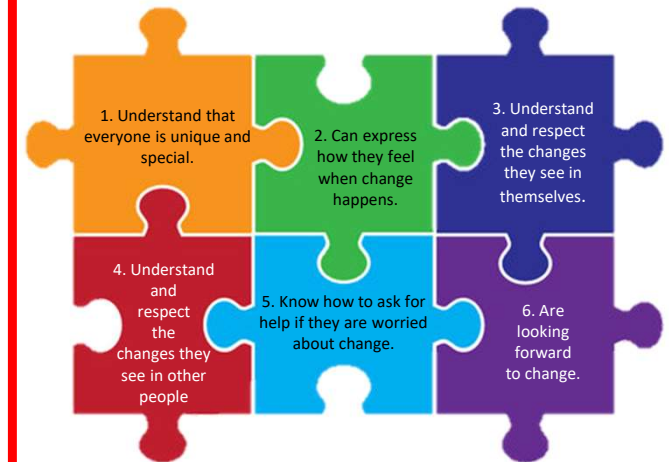
... who to talk to if we are feeling worried.

... that sharing how we feel can help solve a worry.

... that we grow from baby to adult.

... that remembering happy times can help us move on.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can name parts of the body
2. I can tell you some things I can do and foods I can eat to be healthy
3. I understand that we all grow from babies to adults
4. I can express how I feel about moving to Year 1
5. I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. I can share my memories of the best bits of this year in Reception