



Westbury Infant School

Progression of Knowledge and Skills – PHSE

These principles and features characterise this approach and convey how our curriculum is implemented:

At Westbury Infant School we understand the impact of mental and physical health on a child's ability to access their learning across the curriculum. Learning how to create and maintain healthy lifestyles and relationships is a key focus of our PHSE curriculum.

Alongside PHSE lessons, our PHSE teaching is often in the moment and responds immediately to circumstances that the children are facing in their day. The teaching of skills and knowledge happens all over the school using a variety of tools including greeting each child positively, opportunities for restorative conversations and fresh starts, assemblies, online safety events, engaging with national events, offering healthy meals and snacks, use of pupil premium and sports premium, inviting visitors in and being a practising Thrive school.

Intent	Implementation	Impact
At our infant school, our PSHE curriculum aims to nurture confident, emotionally literate and resilient children who believe in themselves, thrive in our school community and achieve their full potential. By using the JIGSAW programme—this mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. We recognise that every child develops at their own pace, and our approach allows for individual differences and needs. We ensure every child develops the knowledge, skills and attitudes needed to engage positively with others and understand their role within both school and wider society. In line with the National Curriculum's non-statutory Citizenship guidance for Key Stage 1, our intent is to create a warm, inclusive environment where children feel safe, valued and respected, and where wellbeing is recognised as the foundation of effective learning. Children will learn to recognise their rights and responsibilities, understand rules and why they matter, develop fairness and kindness, and begin to contribute meaningfully to their class and school community. We aim to help children understand what improves their wellbeing, how to keep themselves safe, and how they can seek help when needed. We promote respect for others, celebrate diversity and encourage children to recognise their ability to make positive choices.	We deliver PSHE and Citizenship education through the JIGSAW scheme of work, ensuring progression across the six themes: Being Me in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These themes directly incorporate KS1 Citizenship expectations such as: • understanding rules and consequences; • learning how to care for the environment; • developing cooperation and fairness; • recognising different types of help available; • exploring diversity and respect; • contributing to school and class decision-making. Weekly lessons follow a carefully sequenced, age-appropriate, spiral curriculum. Teachers use the high-quality JIGSAW resources which supports consistent, confident delivery across the school. JIGSAW also provides explicit opportunities for learning about belonging, community roles and the importance of kindness—key elements of the KS1 Citizenship framework. Citizenship learning is strengthened beyond the classroom. Our behaviour policy, assemblies, the school council (there are 2 representatives from each class), celebration events and restorative approaches are all underpinned by our school values.	Children develop strong social and emotional foundations alongside a secure understanding of their role as members of a community. Children show that they can manage feelings, understand safety and develop healthy relationships. Our children will increasingly demonstrate responsible behaviours, empathy, cooperation and a sense of fairness—core aspects of KS1 Citizenship. Through regular opportunities for teamwork, taking turns, making simple decisions together and recognising how their actions affect others, pupils build confidence as active participants in school life. They understand why rules exist, how to seek help, and how to contribute positively to their environment. Diversity and inclusion are visible in children's language, play and relationships. As a result, children leave our infant school equipped with the emotional literacy, social understanding and sense of responsibility expected within the KS1 Citizenship framework. Most importantly, they move forward ready to believe in themselves, thrive in new communities and achieve their potential both academically and personally.

Progression of Knowledge and Skills	EYFS In reception, I am an early citizen who likes nothing better than to chat about my friends and family. I am proud to belong to my family and school. I understand the rules and I am keen to demonstrate that I can follow them. I support my friends to feel happy and safe at school. I take pride in myself and always do my best in all aspects of my development and learning. I am able to: ▪ show a developing respect for myself, others and property ▪ name some people who can help me ▪ begin to be in control of my own actions ▪ be aware of the school and class rules and can stick to them most of the time ▪ usually adapt my behaviour to suit different situations ▪ say how I feel at certain points ▪ resolve minor disagreements through listening to each other to come up with a fair solution ▪ talk about and identify my feelings in different situations ▪ know some strategies to manage my feelings and begin to use these to maintain control ▪ listen to others' suggestions and plan how to achieve an outcome together without adult help ▪ stand up for myself appropriately ▪ stop and think before acting ▪ be confident to try new activities	Key Stage 1 In KS1, am a citizen who has developed a sense of self and belonging. I respect myself and others and I am proud to talk to others about the people, things and places that are important to me. I am curious about others and understand that their culture and beliefs might be different to mine and that is ok. I look after myself with increasing independence and love to help others. I am an excellent role model for early citizens and my family and teachers are really proud of the learner I have become. I am able to: ▪ introduce myself and tell you about my place in my family, school, and the local community ▪ explain the meaning of our school rules ▪ show examples of when I and others are showing 'Respect, Excellence, Friendship and Teamwork'. ▪ demonstrate to others how to show 'Respect, Excellence, Friendship and Teamwork'. ▪ explain how I can manage my emotions, including who helps me ▪ have a go at learning on my own ▪ negotiate and compromise to resolve conflict ▪ form collaborative, respectful and caring relationships ▪ take responsibility for my own needs ▪ strive to be the best I can be ▪ respond positively to the high expectations of others
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Assessment and Monitoring

What you will see in our classrooms:

* Floor books to show consistency of teaching.

* Teachers delivering weekly lessons based on whole class discussions, asking questions, assessing, providing support to ensure understanding and using age appropriate vocabulary explanations.

*Teacher led interviews to assess what children have been learning.

Golden Threads

Feelings & Regulation	Independence & Challenge	Health & Self-Care	Relationships & Belonging
Children recognise and name feelings, understand that feelings can affect behaviour, and develop strategies to help manage strong feelings and respond to change.	Children develop confidence to make choices and approach challenge by having a go, keeping trying, trying another way and asking for help when needed.	Children learn about their own needs and develop the knowledge, habits and increasing independence needed to make healthy, safe choices and care for themselves.	Children develop a secure sense of belonging, recognise that others have feelings and needs, build positive relationships and increasingly contribute to a Calm, Kind and Polite community.

Strand	Typical Starting Points	DP1	DP2	DP3	End of Reception – ELGs
KNOWLEDGE I know...	Children may arrive with different experiences of routines, feelings, independence and relationships. They may use familiar words or actions to communicate needs and feelings and may rely on trusted adults for support.	• I know I belong to my class and school. • I know some words that describe feelings. • I know other people have feelings and needs too. • I know our school rules are Calm, Kind and Polite. • I know adults can help me when I need support. • I know washing my hands, using the toilet, dressing, eating and drinking are ways I care for myself. • I know adults help to keep me safe. • I know I can say when I need help or when something is not okay.	• I know feelings can affect what I do. • I know there are things I can do to help when I have a strong feeling. • I know other people may feel or need something different from me. • I know what Calm, Kind and Polite can look like in familiar situations. • I know there are different things that can help when something is difficult. • I know some choices help to keep me healthy and safe. • I know food, drink, rest, movement and hygiene help to keep my body healthy. • I know rules help people learn, feel safe and care for one another. • I know I can communicate my needs and boundaries, and other people have needs and boundaries too. • I know the taught strategies for strong	• I know different strategies can help with different feelings and situations. • I know other people can have different feelings and needs from me. • I know Calm, Kind and Polite help us to learn, feel safe and care for others. • I know healthy choices help me look after myself. • I know change can bring different feelings. • I know why familiar hygiene and self-care routines are important. • I know safe choices include noticing risk and asking a trusted adult for help. • I know another person's boundary should be listened to and respected. • I know familiar people and strategies can help me manage change.	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

			feelings, challenge, relationships and change.		and try to behave accordingly;
Self-Regulation Children can...	• express a range of feelings through words, actions or behaviour. • seek comfort or support from familiar adults. • attend for short periods to experiences that interest them.	• name some familiar feelings, with support where needed. • communicate when I need help or support. • begin to use a familiar calming strategy with adult support. • attend to an adult for a short period and follow familiar routines and simple instructions.	• recognise and name a growing range of familiar feelings in myself and begin to recognise these in others. • increasingly communicate how I am feeling or what I need. • begin to choose from familiar strategies to help manage a strong feeling, with adult support when needed. • wait for a short time in familiar situations, with support when needed. • focus attention for increasing periods and follow familiar instructions involving two ideas or actions.	• recognise and communicate my feelings and increasingly notice how others may be feeling. • increasingly choose a familiar strategy to help with strong feelings, with adult support when needed. • wait and increasingly manage impulses in familiar situations. • shift attention to an adult and respond appropriately. • follow increasingly complex familiar instructions, building towards several ideas or actions. • I can talk about how a change makes me feel, ask questions and use familiar people or strategies to help me.	• 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; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.
Managing Self Children can...	• attempt familiar self-care routines with differing levels of support. • make simple choices. • show preferences and willingness to explore familiar or new experiences.	• settle into familiar classroom routines with support where needed. • begin to follow Calm, Kind and Polite in familiar situations. • have a go and return to something difficult with encouragement. • manage familiar personal-care routines with increasing independence.	• approach new activities with growing confidence and keep trying when something is difficult, with encouragement when needed. • follow familiar routines and Calm, Kind and Polite with increasing consistency. • manage familiar toileting, handwashing and dressing routines with increasing independence.	• try new activities and increasingly persevere with familiar challenges, using a familiar strategy or asking for help. • increasingly follow Calm, Kind and Polite and begin to talk about why rules are important. • manage familiar personal-care routines with increasing independence. • make healthy and safe choices in familiar situations.	

			• begin to make healthy and safe choices in familiar situations.		
Building Relationships Children can...	• seek familiar adults and show interest in other children. • play alongside or with others. • communicate wants, needs and preferences in different ways.	• build relationships with familiar adults and begin to form friendships with peers. • join or take part in play with other children. • begin to take turns and respond to another child's ideas, with support where needed. • communicate simple needs and boundaries and seek adult help when difficulties arise.	• play cooperatively with other children for increasing periods, sharing ideas and taking turns with support when needed. • begin to recognise and respond when another person has a different feeling or need. • use words to communicate my own needs and boundaries. • begin to work through simple disagreements using familiar strategies, seeking adult help when needed.	• play and work cooperatively with others, listening and responding to their ideas. • increasingly notice and respond to how another person may be feeling or what they need. • communicate my needs and boundaries while listening to those of others. • use familiar strategies when difficulties arise with others, seeking adult help when needed.	
ESSENTIAL VOCABULARY	feeling – how we feel inside help – support we can ask for or give need – something important for our body, feelings or safety choice – deciding between things we can do	belong – to be part of a group or place calm – when our body and feelings are settled kind – using words and actions that care for others polite – speaking and behaving respectfully towards others respect – treating ourselves, other people and things with care	strategy – something I can do to help myself healthy – things that help our body and mind to be well resilience – keeping going when something is difficult teamwork – working together to do something goal – something I want to work towards	persevere – to keep trying when something is difficult boundary – something that helps us tell others what we are or are not comfortable with change – when something becomes different support – help that we give or receive excellence – trying to do our best and taking pride in what we do	

Key Stage 1 – Knowledge – Cycle 1

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in my World Special & Safe Rights & Responsibilities Rewards & Feeling Proud Consequences - I know how to be a good member of my class. - I know the choices I make can change what happens next. - I know what is right and fair for me and others.	Celebrating Difference The Same As Different From Bullying Making New Friends - I know how to identify our differences and similarities. - I know the difference between unkindness, teasing and bullying. - I know some people who I could talk to if I was feeling unhappy or being bullied	Dreams and Goals Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success - I know how to set a goal and try my best to reach it. - I know I can try new challenges, even when they feel tricky, because they help me learn and grow. - I know how to work well with a partner.	Healthy Me Keeping Clean Healthy Medicines Safe & Trust - I know how to keep myself clean and healthy, and understand how germs cause disease/illness. - I know how to make healthy lifestyle choices - I know how to keep safe and the people who can help me to stay safe.	Relationships Families Making Friends People Who Help Us Celebrating My Special Relationships - I know the people in my family and that families can look different. - I know different safe and kind ways to greet my friends and I know what feels right for me. - I know who can help me in my school community	Changing Me Life Cycles Changing Me Learning & Growing Coping with Change - I know I know that animals and people grow and change as they get older. - I respect my body and know which parts are private. - I know that changes are OK and that sometimes they will happen whether I want them to or not.
	<u>Vocabulary</u> rights & responsibilities Things we are allowed to do (rights) and things we should do to help others (responsibilities). Belonging Feeling like you are part of a group or place. Consequences What happens after you do something. Achievement Something you do well and feel proud of.	<u>Vocabulary</u> Difference When something is not the same as something else. Safe Being free from harm or danger. Harmful Something that can hurt you or others. Bullying Being unkind to someone again and again on purpose.	<u>Vocabulary</u> Teamwork Working together with others to get something done. Self-respect Being kind to yourself and knowing you matter. Obstacle Something that gets in your way or makes things harder. Success Doing something you wanted to do and reaching a goal.	<u>Vocabulary</u> Healthy Feeling well and taking care of your body and mind. Medicines Things we take to help us feel better when we are ill. Hygienic Keeping clean to stay healthy. Trust Believing that someone will be kind, honest, and do the right thing.	<u>Vocabulary</u> Feelings The different emotions we have, like happy, sad, or angry. Relationships How we get along and connect with other people. Community A group of people who live or work together in the same place.	<u>Vocabulary</u> Change When something becomes different. Life cycle The stages a living thing goes through as it grows and changes. Private Something personal that is not for everyone to see or know.

Key Stage 1 – Knowledge – Cycle 2

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in my World Hopes & Fears Rights & Responsibilities Rewards & Consequences - I know how to help myself and others feel like we belong. - I know that the choices I make can have consequences. - I know how to help make my class a safe and fair place.	Celebrating Difference Stereotypes Bullying Standing up for Myself & Others Diversity - I know bullying is sometimes about difference - I know when and how to stand up for myself and others and how to get help if I am being bullied. - I know that it is OK to be different from other people and to be friends with them.	Dreams and Goals Goals to Success Being Healthy Learning with Others Being Relaxed Celebrating Achievement - I know how to choose a goal I can reach and think about how to get there. - I know some things that help me feel relaxed and some things that make me feel worried. - I know how to share success with other people.	Healthy Me Healthy Eating Keeping Safe at Home Safe Outside Medicine Safety - I know which foods my body needs every day to keep me healthy. - I know medicine can help me feel better and I should only take it with a grown-up. - I know how to keep my body healthy and safe at home and when I'm outside.	Relationships Families Keeping Safe Friends & Conflict Trust & Appreciation Celebrating My Special Relationships - I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. - I know which types of physical contact I like and don't like and can talk about this. - I know and appreciate people who can help me in my family, my school and my community.	Changing Me Life cycles in Nature Growing from Young to Old Changing Me Assertiveness Looking Ahead - I know and recognise life cycles in nature. - I know how my body has changed since I was a baby and that I am still growing. - I know there are different types of touch and can tell you which ones I like and don't like.
	Vocabulary Boundaries Limits that help keep us safe and comfortable. Contributions Things we do to help others or a group. Hopes Things we wish for or would like to happen.	Vocabulary Stereotypes Thinking all people in a group are the same (even when they are not). Assumptions Thinking something is true without knowing for sure. Bullying Being unkind to someone again and again on purpose	Vocabulary Healthy choices Choosing things that help keep your body and mind well. Motivation The feeling that makes you want to try and keep going. Wellbeing Feeling happy, safe, and healthy.	Vocabulary Risk Something that might be unsafe or could cause harm. Hazard Something that can be dangerous. Balanced diet Eating different kinds of food to stay healthy.	Vocabulary Relationship How we know and get along with someone. Physical contact Touching someone, like a hug or holding hands. Conflict A disagreement or argument. Secret Something kept hidden from others.	Vocabulary Uncomfortable feelings Feelings that don't feel nice, like worry or fear. Private parts Parts of your body that are covered by underwear and are just for you. Assertive Speaking up in a calm and clear way about what you feel or need.

Key Stage 1 – Skills

	Year 1	Year 2
Self-Awareness and Identity	Talk about themselves, their family and the groups they belong to.	Explain their role within their family, school and wider community and recognise their strengths and achievements.
Managing Feelings and Wellbeing	Identify feelings and begin to use strategies to manage emotions.	Explain how to manage emotions independently and identify who can help when needed.
Relationships and Respect	Build positive relationships, take turns and show kindness and respect.	Form collaborative and caring relationships, negotiate and compromise to resolve conflict.
Rules, Rights and Responsibilities	Understand class and school rules and explain why they are important.	Explain rights, responsibilities and how their choices affect themselves and others.
Difference and Diversity	Recognise similarities and differences between people and show respect for others.	Understand diversity, challenge stereotypes and appreciate different beliefs and experiences.
Healthy and Safe Lifestyles	Make simple healthy choices and identify trusted adults who can help keep them safe.	Explain how to keep themselves healthy and safe in different situations and understand how to seek help.
Goals and Resilience	Set simple goals and persevere when tasks are challenging.	Set achievable goals, overcome obstacles and develop resilience and independence.
Citizenship and Community	Contribute positively to class and school life.	Demonstrate responsibility and actively contribute to their school and wider community.