

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for Personal, Social, Health and Economics well-being Education (PSHE) within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PSHE.

The most relevant statements for PSHE are taken from the following area of learning: Personal, Social and Emotional Development.

In planning and guiding what children learn, teachers must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These 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 their achievements for their own sake; **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 (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

PSHE		
Reception	PSED	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs: Personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of ‘screen time’</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> </li> </ul>
ELG  (On track – working at ARE)	PSED: Self-regulation, managing self and building relationships	Self-regulation: <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>

	<p>Managing self:</p> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p>Building relationships:</p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>
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Personal, Social and Emotional Development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p><b>Autumn 1</b> <b>All about me and Celebrations</b></p>
<p><b>PSED</b></p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs: Personal hygiene</li><li>• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none"><li>• regular physical activity</li><li>• healthy eating</li><li>• toothbrushing</li><li>• sensible amounts of 'screen time'</li><li>• having a good sleep routine</li></ul></li></ul>

<b>PSHE Skills</b>	
<p><u>Health and Well-being:</u></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual- birthday celebration parties.</li> <li>• Manage their own needs.</li> <li>• Express their feelings and those of others.</li> <li>• Show resilience.</li> <li>• Personal hygiene- handwashing before lunch etc.</li> </ul>	<p><u>Living in the Wider World:</u></p> <ul style="list-style-type: none"> <li>• Learning independence and routines.</li> <li>• Think about the perspectives of others.</li> </ul>
<p style="text-align: right;"><u>Relationships:</u></p> <ul style="list-style-type: none"> <li>• Talk about family and learn about different types- get to know children and their family, history, culture, likes and dislikes.</li> <li>• Build constructive and respectful relationships- sharing activities and games.</li> </ul>	
<u>Key texts</u>	<ul style="list-style-type: none"> <li>➤ Goldilocks and the Three Bears</li> <li>➤ The Colour Monster</li> <li>➤ Ruby’s Worry</li> <li>➤ Little Grey’s Birthday Surprise</li> <li>➤ The Story of Baby Jesus</li> <li>➤ Family and Me</li> <li>➤ Rama and Sita</li> </ul>
<b>Spring</b>	
<b>People who help us and Growing</b>	
<b>PSED</b>	
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>	

<b>PSHE Skills</b>	
<p><u>Health and Well-being:</u></p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices- link to Golden Rules and taking care of themselves, school and things. Linked to Oliver’s Vegetables, make a healthy pasta. Link to understanding different cultures and religions- respect.</li> </ul>	<p><u>Living in the Wider World:</u></p> <ul style="list-style-type: none"> <li>• 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- food matching game.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
<p><u>Relationships:</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly- using Stick Man, discuss frustration and how to deal with scenarios.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs- through story, discuss empathy with things like separation, loss and family.</li> </ul>	
<p><u>Key texts</u></p> <ul style="list-style-type: none"> <li>➤ Stick Man</li> <li>➤ Penguins</li> <li>➤ Dr Ranj’s: A Superhero Like You</li> <li>➤ The Giant Turnip</li> <li>➤ Handa’s Surprise</li> <li>➤ Oliver’s Vegetables</li> </ul>	
<b>Summer</b>	
The Farm and Journeys	
<b>PSED</b>	
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	

- 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.

**PSHE Skills**

Health and Well-being:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet - health and safety rules travelling to and from school linked to 'On the Way Home'.

Living in the Wider World:

- 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- Y1 transition work.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge- opportunities for mistakes and show as important part of learning. More independent learning opportunities.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Relationships:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Work and play cooperatively and take turns with others- farm visit providing lots of opportunities for turn taking and team work.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Key texts

- How Does an Egg Hatch?
- Farmyard Hullabaloo
- Farmer Duck
- On the Way Home
- Rosie's Walk
- We're Going on a Bear Hunt

**Assessment**

- I can develop patience and resilience.
- I can understand the needs of others.
- I can respect others.
- I can keep making steps to becoming more independent.
- I can make good, healthy and safe choices.
- I can work and play happily with others.
- I can solve a problem.

**Vocabulary**

Care, understand, self, family, culture, religion, interests, sleep, healthy, hygiene, respect, relationship, kind, patient, share, listen, support, help, friends, problem, solve, feelings, celebrate, polite, behave, rules, safe, belong, lost, happy, sad, angry, worried, excited, community, independent, achieve, mistake, right, wrong.

**Areas of Continuous Provision**

**Indoors and outdoors**

There are opportunities in all indoor and outdoor provision areas for cooperation, sharing, problem solving, independence, resilience, behaviour reinforcement and acknowledgement and management of feelings. Below are some more specific examples:

- Small world- opportunity for cooperative play and learning about the wider world.
- Reading area- books teaching pupils morals, friendships, behaviours and feelings.
- Role play- opportunity to role play self-care, empathy for others etc.
- Outdoors- turn taking and team work on outdoor vehicles.

**Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.**

<u>Health and Well-being</u>	<u>Living in the Wider World</u>	<u>Relationships</u>
What is the same about us/different about us?	What types of job would you like when you are older? Why?	How do you feel? How do you think they feel?
How can you keep your body healthy?	Do you help with anything at school or home?	Why is it important to share?
What was the best/worst part of your week?	What should you do if you don't do well at something?	What makes a good friend?
What things do you do that make you feel happy/sad?		Who is special to you and why?