



EYFS Curriculum Subject – PSHE

National Curriculum Subject	Link to EYFS Curriculum	Where you might see your subject.
PSHE	<p>Personal, Social and Emotional Development</p> <p><u>ELG Self-Regulation</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG Managing Self</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG Building Relationships</u></p> <ul style="list-style-type: none"> • 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. 	<p><i>Personal, Social and Emotional (KS1 and 2 curriculum) is called PSED in the Early Years, Personal, Social and Emotional development.</i></p> <p>PSED is a prime area and entwined across the Early Years curriculum. We teach PSED as a focus using the SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme of work. SCARF is a whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement for children.</p> <p>Taught:</p> <ul style="list-style-type: none"> • School rules and expectations • What makes me special? • Communication and language skills – developing their understanding of being an effective communicator. • Developing their understanding of difference and similarities including families, people and homes. • Feelings and emotions, how they look, feel and change. • Being a good friend and how to resolve conflicts. • Rules to stay safe, including what can go on/in my body, online safety and screen time, using tools safely, people who keep me safe, NSPCC pants resources. • Rights and respects – looking after people, money, and our world. • Being resilient – having a healthy body and mind, understanding that things go wrong and what we can do to solve the conflict. • Growing and changing- how animals, plants and humans grow and change. • Understand where babies come from. <p>Provision: Through daily routines, classroom continuous provision, special topic days, linked Safer Internet events, literacy-based books both fiction and non-fiction, and working alongside peers and adults children develop a sense of themselves and of others. We introduce the British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty, into the classroom environment through child friendly speech. We link these British Values to the children's learning and understanding within everyday situations, including both the school environment and their familiar life experiences.</p> <p>During the school day children are holistically immersed the in the language and modelling of being part of a community, showing kindness and respect to everyone. School assemblies have a strong link to British Values and how to look after the world, people, animals and themselves.</p>



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Skills:

- Working cooperatively with others.
- Effectively communicating ideas, needs and wants.
- To manage basic hygiene and to understand the importance of hygiene.
- Rules of safety including classroom rules and rules in the wider environment.
- To understand their feelings and emotions, including learning strategies to resolving conflicts sensibly.
- To understand that all people are different.
- Communication and languages skills.

Vocabulary: Emotion/feelings words, friends, teachers, families and family members, relatives, community, faith, groups, roles, teams, listening, honesty, caring, kindness, respect, polite,, care, environment, recycling, understanding, arguments, conflicts, strategies, goals, help, people who help us, private, comfortable/uncomfortable, safe/unsafe, bullying, disagreements, Rules of law, rules, safety, online safety, device, online, common, unique, differences, similarities, school, behaviour, lifecycles,