What PSHE looks like in the EYFS

Characteristics of Effective Learning: Playing and exploring – children investigate and experience things and have a go; Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements; 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 area of learning PSE, CL and PD underpin and are an integral part of all areas of learning.

Personal, Social & Emotional Development Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cog 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 t 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 nec 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 friendship resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent: Our personal development, nurturing the 'whole child' and increasing learning capacity is underpinned by mindfulness philosophy and practice. Each lesson offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. Every lesson is structured to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Much Birch we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

Learning Overview	We will explore our own feelings and how we can manage them when we feel sad, happy or angry thinking about kind hands. We explore the value of friendship through stories, role-play and how to regulate ourselves in everyday activities and routines.	We will look at how being different is a good thing and explore what being a kind friend means. We will think about our dreams and goals and understand the importance of perseverance. Develop a sense of responsibility.	Showing perseverance and resilience when challenged. Begin to adapt their behaviour and manage their feelings socially and emotionally. Become more independent. Look at how to keep themselves safe.	We will care for all living creatures. We will reflect upon what we need to survive, be healthy, grow, keep warm and be safe.	We will think about relationships with friends and families and identify some of the jobs I do to help. We will give thought to looking after ourselves - being healthy, exercising, resting and hygiene. We look at our changing bodies and how we have grown from babies. We will look closely on keeping ourselves safe with other people we don't know. Make healthy choices.	We will think about our transition into Year One and reflect back on memories from Reception. Think about the perspectives of others. Understand the value of humility and being empathetic to others. Managing their own needs and feelings.
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Themes	**Let's Discover- Myself, Autumn**	**Stories and Celebrations**	**Transport**	**Excellent Eggs**	**Changes**	**In a land far away…**
PSHE We revisit knowledge and skills throughout the year Evidence in PSHE book	Select and use resources in the new classroom environment. Getting used to new rules and routines. Exploring feelings. Building relationships with peers and adults. Using the toilet independently.	Continue to develop friendships. Exploring feelings of themselves and others. Increased following of rules and routines. Explore the value of 'Hope'. Consider personal dreams and goals. Understand the value of perseverance and resilience in order to be successful.	Show independence in selecting and using the resources. Identify a range of feelings and how others may feel. Begin to take on challenges and show perseverance. Road safety.	Begin to regulate their behaviour Show independence in managing their needs Apply personalised strategies to return to a state of calm Begin to show resilience in the face of challenge	Express and moderate feelings See themselves as valuable individuals Finding solutions to conflicts Explain reasons for rules Being able to curb impulsive behaviours Being able to ignore distractions Thinking before acting. Healthy eating	Manage own basic hygiene Working co-operatively and taking turns with others with no help Show understanding of others feelings and perspectives Give focussed attention
	Linked stories	Linked stories	Linked stories	Linked stories	Linked stories	Linked stories

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	Rainbow fish What makes me a me? What I like about me I like myself	Little Mole finds Hope You choose Hands are not for hitting	The Hare and the tortoise	Never Talk to Strangers Not Everyone is Nice	Oliver's fruit salad Oliver's Vegetables Titch The growing story	I wonder why kangaroos have pouches Huge Bag of Worries Look inside your body
Key vocabulary	help, feelings, kind, gentle, responsible, friendship	different, special, same, kind, friend, home, hope, goal	persevere, challenge, kind, encourage, proud, safety, independent	exercise, healthy, not healthy, movement, rest, sleep, wash, stranger, safe	jobs, family, belong, friends, lonely, problems, unkind, calm, feelings, changes	body, healthy, grow, babies, adults, moving on, worries, memories
Our Curriculum Goal	To become an **Independent Individual** who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings					
ELG **(End of the year only)**	<u>Self-Regulation</u> • 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. <u>Managing Self</u> • 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. <u>Building Relationships</u> • 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.					
During KS1, children will learn	**During KS1, children will learn** • Relationship education • Sex education • Health education • Keeping safe- Online safety, Cyberbullying, Road safety					

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Our PSHE journey through the year



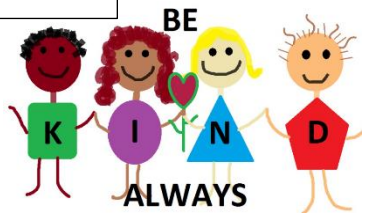
To begin to recognise and manage my own feelings.



To understand why it is good to have kind and gentle hands.



To understand what being responsible means.



To understand how to be a kind friend

To understand that being different makes us all special.
To know ways that we are different and the same.



To wash my hands thoroughly and I know why it is important to stay healthy



To know ways to stand up for myself.

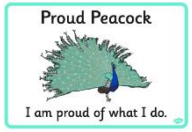




To understand that if I persevere I can tackle challenges.
To tell you a time that I didn't give up.



To set a goal and work towards it.
To know what it means to feel proud of myself.

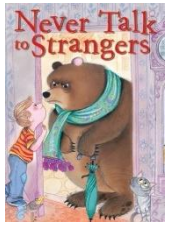




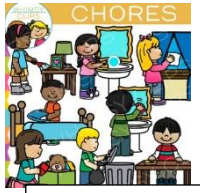


To understand that I need to exercise to keep my body healthy
To understand that moving and resting are good for my body
To know which foods are healthy and not healthy



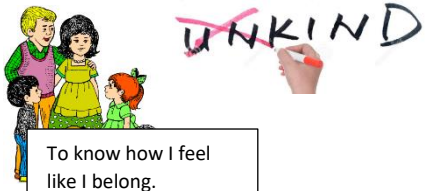


To know what a stranger is and how to keep safe if a stranger approaches.



To identify some of the jobs I do in my family.

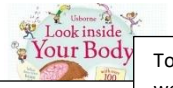
To start to understand the impact of unkind words.



To know how I feel like I belong.

To know how to be a good friend.



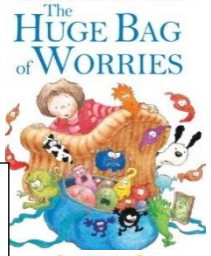


To name parts of t
To tell you some t
can eat to be healthy.

To understand that we all grow from babies to adults.









To talk about my worries.

To talk about the things I am looking forward to about being in Year 1.



To share my memories of the best bits of Reception.