

What does PSHE look like in the Early Years Foundation Stage?



This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for 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 relationships and health education in addition to the non-statutory guidance of PSHE. The most relevant statements for PSHE are taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World

Specific examples of PSHE at Marsh Green

Three and Four-Year-Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Reception Age

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Early Learning Goal

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 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.

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 others' needs

Autumn

N: Routines Boundaries Settling Independently choosing and tidying up

The Jolly Postman: Meeting unfamiliar adults (in school/experience)

Turn taking

Rules/Boundaries

R: Friendships/ Relationships Family Routines

Consider feelings of others Rules Sharing / turn taking Kindness

Spring

N: Rules/Boundaries Being more assertive Confidence in new social situations Taking risks

R: Showing resilience Feelings Moderating own feeling Strategies for staying calm. Problem solving and negotiating

Summer

N: Ways to resolve different conflicts Independently solving problems Transitioning to new people/places (experience)

R: Thinking from others perspectives Healthy lifestyles – food