|  |
| --- |
| **PSHE/RSHE IN EYFS**In EYFS, PSHE/RSHE forms part of Personal, Social & Emotional Development ELG: Self-Regulation, Managing Self and Building Relationships. Children use the Characteristics of Effective Learning:Playing and Exploring, Active Learning and Creating and Thinking Critically. |
| **Development Matters** | **Early Learning Goal – End of Reception**  | **What does this look like in Early Years?** | **By the end of Reception, I can….** |
| **Personal, Social & Emotional Development** * 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.*** Personal hygiene

**Know and talk about the different factors that support their overall health and wellbeing:*** Regular physical activity
* Healthy eating
* Toothbrushing
* Sensible amounts of ‘screen time’
* Having a good sleep routine
* Being a safe pedestrian.
 | **PSED: 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.**PSED: 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.**PSED: 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.
 | * Circle times, listening games, talk partners, joining in with songs and actions.
* Demonstrating good classroom and playground behaviour.
* Good listening and turn taking.
* Discussions around families, friends and celebrations.
* Sharing stories and daily talk, including what has happened, how can we resolve it, what does it mean for us?
* Class rules, routines and boundaries.
* Being a good friend, taking turns, sharing, working as a team.
* British Values, PSHE interactive display
* Kindness, values tree
* Star of the day
* Zones of Regulation

**PSED through SCARF:*** Me and My Relationships
* Valuing Difference
* Keeping Safe
* Rights and Respect
* Being my Best
* Growing and Changing
 | * Express how I feel.
* Say when I am feeling happy, sad or angry.
* Say when people are feeling unhappy.
* Talk to familiar adults and know who is safe to talk to.
* Listen and respond to others.
* Be a good friend.
* Take turns and share.
* Know the difference between right and wrong choices.
* Understand there are consequences for my actions.
* Say why we have rules.
* Get dressed and use the toilet independently.
* Talk about foods that are healthy or unhealthy.
* Brush my teeth correctly.
* Know what is safe and not safe.
* Know how we grow and change.
 |
| **Vocabulary:** Emotions and feelings, happy, sad, angry, upset, hurt, jealous, worried, scared, relaxed, calm, rules, behaviour, consequences, listen, share, friends, take turns, healthy, unhealthy. |