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| **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. | | | | | |