

**PSHE (EYFS PSED – Self-Regulation, Managing Self and Building Relationships)**

	<b>Learning experiences - implementation</b>	<b>Key vocabulary</b>	<b>Development Matters in the EYFS</b>	<b>Links to Year One National Curriculum</b>
<b>Sunbeams (Nursery 2 year old Provision) 2 to 3 year olds</b>	<p>Settling in period where Parents can stay for the first few sessions and then building up gradually to a full session. Establishing a relationship with Key Worker.</p> <p>Ensure that children have opportunities to join in with activities and their interests.</p> <p>Help them to recognise and understand the rules for being together with others, such as waiting for a turn during the routine of the session.</p> <p>Continue to talk about feelings such as sadness, happiness, or feeling cross, using emotion photos and adult modelling language such as ‘I can see that you are feeling sad...’</p> <p>Keep consistent over talking with children about having kind hands, feet and words.</p> <p>Reminding children about behaviour expectations in the setting and</p>	<p>Sad, happy, cross, play, like, line up, wait, turn, Staff names, Name of setting, kind</p>	<p><b>PSED - Self-Regulation, Managing Self and Building Relationships</b></p> <p>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p>	<p><b>Healthy Lifestyles</b></p> <p>By the end of Year 1 children need to know: How to keep our bodies healthy (physical activity, sleep, rest, healthy food). About basic personal hygiene routines and why these are important.</p> <p><b>Growing and changing</b></p> <p>Know about basic personal hygiene routines and why these are important. About how it feels when there is change or loss.</p> <p><b>Keeping Safe</b></p> <p>That household products, including medicines, can be harmful if not used correctly. How to ask for help if they are about something.</p>

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	<p>explaining when someone is hurt how you have to help them. Supporting children to share and take turns.</p> <p>Looking and talking about our families and people who are special to me. Introducing the idea of how we are all different - hair, skin and eye colour for example.</p>		<p>Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>	
<p><b>Sun (Preschool) 3 to 4 year olds</b></p>	<p>Introduce through stories and pictures about different cultures and festivals. Encourage children to ask adults for help if they need it.</p>	<p>Sad, happy, cross, play, like, line up, wait, turn, Staff names, Name of setting, kind, friend, share,</p>	<p>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.</p>	

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	<p>Teach children how to use and care for materials in continuous provision and adult led activities. Once taught then trust them to do so independently.</p> <p>Key workers to establish relationships with their children and scaffold children in new situations to build their self-confidence.</p> <p>Support children’s role play, recognising that pretending to do something can help a child to express their feelings.</p> <p>Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but hurting others is not okay. Model how you label and manage your own feelings, e.g. ‘I’m feeling a bit angry and I need to calm down, so I’m going to...’</p> <p>Ask children for their ideas on what might make people feel better when they are sad or cross.</p> <p>Teach through circle time and continuous provision how to have</p>	<p>help, pretend, sorry, calm, quiet, loud, shout, choice, cry, tears, upset</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	
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	<p>respect for others, living things and the inside/outside environment.</p> <p>Using a visual timetable establish routines with predictable sequences and events.</p> <p>Model and involve children in finding solutions to problems and conflicts when it arises and during circle time.</p> <p>Collaborate with children in creating explicit rules for the care of the environment and remind them regularly about these.</p> <p>Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. Tidying up - giving jobs to children to complete as individuals and small groups.</p>		<p>Understand gradually how others might be feeling.</p>	
<p><b>Reception 4 to 5 year olds</b></p>	<p>Building resilience through having a mistake friendly classroom so that children have confidence to ask others for help, e.g. to seek help or check information with either peers or adults within the setting.</p> <p>Modelling how to take turns and responding appropriately to others people’s thoughts and feelings.</p>	<p>Sad, happy, cross, play, like, line up, wait, turn, Staff names, Name of setting, kind, friend, share, help, pretend, sorry, calm, quiet, loud, shout, choice, cry, tears, upset, worried, nervous,</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>3. Self-Regulation ELG</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> </ul>	

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	<p>Through continuous provision, Helicopter stories and circle time this promotes opportunities for adults and children to listen to each other and explain their actions.</p> <p>Through adult led and children’s interests this encourages them to explore and talk about what they are learning, as well as valuing their ideas and ways of doing things.</p> <p>Talk about fair and unfair situations in circle time and continuous provision, children’s feelings about fairness, and how we can make things fair.</p> <p>Following School Behaviour Policy show consistency and praise positive behaviour.</p> <p>Children will follow the Jigsaw PSHE scheme throughout the year in circle time weekly.</p> <p>Children will be taught explicitly about good Oral Hygiene with a visit from a Dental Professional.</p>		<ul style="list-style-type: none"> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>● 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.</li> </ul> <p><b>4. Managing Self ELG</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>● Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>5. Building Relationships ELG</b></p>	
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			<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>● Work and play cooperatively and take turns with others;</li><li>● Form positive attachments to adults and friendships with peers;</li><li>● Show sensitivity to their own and to others' needs.</li></ul>	
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