

## EYFS and 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

#### Reception - Communication and Language

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases

#### Reception -Personal, Social and 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

#### Reception -Physical Development

Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes

#### Reception - Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

#### **ELG- Communication and Language** - Listening, Attention and Understanding

Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

Speaking

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **ELG - Personal, Social and Emotional Development** -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.

### **ELG - Physical Development**

Gross Motor Skills- Negotiate space and obstacles safely, with consideration for themselves and others.

### **ELG- Understanding the World-** Past and Present

- Talk about the lives of people around them and their roles in society.

## **How does PSHE link to our Aspirations at Woodcroft**

### **Aspiration 1: To retell our favourite story**

See themselves as valuable individuals

Build constrictive respectful relationships

Understanding everyone is different and have different ideas

Consider others needs

Work cooperatively with support

Resilience & perseverance in face of challenge

Set group goal or aspiration

Use talk to solve problems

Understand how to listen carefully

Talk about immediate family & describe people familiar to them

Contrast characters in stories

Christmas 'stories' around the world & other celebration stories

Explore difference between Handa's surprise & life in this country

How did your show go? How do you feel?

### **Aspiration 2: To create a game to play with our friends.**

Be kind to their peers when playing together

Alongside friends, engage with different games and activities

Talk about their feelings and explain why they feel that way

Take turns whilst playing games, with adult support

Show resilience and perseverance in the face of challenge

Learn strategies to self-regulate their emotions when things do not go as planned

Consider the feelings of others when playing together

Celebrate the achievement of others and be happy for peers if they win the game

Write simple rules for how to play their game—writing books

Explain the rules to a friend, including how they can win

Play games and ask adults or peers questions for clarification

Listen carefully and follow simple instructions for how to play a game, with adult support

Use talk to solve problems

Family games afternoon where parents bring in and play favourite game from childhood

### **Aspiration 3: To create and nurture a habitat**

Begin to have respect for and look after our classroom environment

Express their feelings and consider the feelings of others.

See themselves as a valuable individual.

Show resilience and perseverance in the face of challenge.

Understand how living creatures stay healthy – what do we need to survive/keep healthy?

Have respect and care for our school environment.

Give peers positive and constructive feedback on their habitats.

Explain what living creatures need to survive and be healthy.

Understand the key features of the life cycle of a plant and an animal.