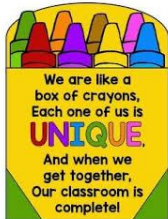




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



PSHE in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Communication and Language:

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.'

The EYFS Statutory Framework says for Personal, Social and Emotional Development:

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.'

The EYFS Statutory Framework says for Physical Development:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

The EYFS Statutory Framework says for Understanding the World:

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children’s vocabulary will support later reading comprehension. ‘

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for PSHE within the national curriculum.

The most relevant statements for PSHE are taken from the following area of learning:

- Understanding the World
- Physical Development
- * Personal, Social and Emotional Development
- * Communication and Language

Age Range	
3 – 4 Year olds	<u>Communication and Language</u> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. <u>Personal, Social and Emotional Development</u> 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. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing <u>Physical Development</u> Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <u>Understanding the World</u> Begin to make sense of their own life-story and family’s history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception (4 – 5 year olds)	<u>Communication and Language</u> 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. <u>Personal, Social and Emotional Development</u> 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 <u>Physical Development</u> Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes <u>Understanding the World</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – listening, attention and understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. - <u>speaking</u> 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. <u>Personal, Social and Emotional Development</u> <u>– self regulation</u> 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. <u>-managing self</u> 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. <u>-Building relationships</u> 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. <u>Physical Development – gross motor skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. <u>Understanding the World</u> Talk about the lives of people around them and their roles in society.

EFYS Yearly Topic Cycle (subject to change with differing intake and interests)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Regulation: My feelings	Building relationships: special relationships	Managing self: Taking on challenges	Self regulation: listening and following instructions	Building relationships : My family and friends	Managing self : My wellbeing
Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively	Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives	Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies	Developing listening and communication skills through stories and games that encourage careful attention to spoken language	Developing an understanding of sharing, turn taking and positive relationships	Identify why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet

Key vocabulary used for the teaching and learning of PSHE in the Early Years:-

Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns , Special, Proud, Friends, Kind, Same, Similar, Sad, Frightened, Family, Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Encourage , Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Upset, Calm me, Breathing, Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

B Whitfield

June 2026