

What does PSHE look like in EYFS?

The EYFS framework is structured very differently to the national curriculum as it is organised across 7 areas of learning rather than subject areas. This will explain what PSHE looks like in EYFS. PSHE is an integral part of the seven areas of the EYFS curriculum, however the most relevant learning for PSHE takes place within:

- Communication and Learning
- Personal, Social and Emotional Development
- Physical Development
- Understand the World

	Nursery	Reception
Communication and Language	<ul style="list-style-type: none"> • Express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Learn key conversation skills by starting a conversation with an adult or a friend and continue it for many turns 	<ul style="list-style-type: none"> • use talk to help work out problems and organise thinking and activities. • explain how things work and why they might happen as well as develop social phrases.
Personal, social and Emotional	<ul style="list-style-type: none"> • 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 and play with one or more other children, extending and elaborating play ideas, this will help them to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Understand how to follow rules and why they are important as well as 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' and understand gradually how others might be feeling. • Become 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. 	<ul style="list-style-type: none"> • see themselves as a valuable individual, build constructive and respectful relationships and 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 and manage their own needs, for example 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 and being a safe pedestrian). • develop the skills they need to manage the school day successfully, for example, lining up and queuing at mealtimes.

Physical Development	<ul style="list-style-type: none"> • Become increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • combine different movements with ease and fluency.
Understanding the World	<ul style="list-style-type: none"> • begin to make sense of their own life-story and their family's history. • show an interest in different occupations. • developing positive attitudes about the differences between people and know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • talk about members of their immediate family and community, name and describe people who are familiar to them and recognise that people have different beliefs and celebrate special times in different ways.

By the end of EYFS children should be able to:

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- 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.
- 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.
- 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 as well as manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers, showing sensitivity to their own and others' needs.
- negotiate space and obstacles safely, with consideration for themselves and others.
- Children can talk about the lives of people around them and their roles in society.

What this will look like in EYFS-

Children will:

- Regular carpet circle times to discuss relationships, feelings and social stories.
- Daily tooth brushing time after lunch.
- Daily opportunities to be active both indoors and outdoors