



# Seamer and Irton CP School

## RSE & PSHE in EYFS



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’;
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help you to understand how the skills taught across EYFS feed into National Curriculum subjects.

This document demonstrates which statements from the 2023 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and Development Matters for Reception age children to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

	<b>Development Matters</b> <b>Children in Reception will be learning to:</b>	<b>EYFS Framework</b> <b>ELG</b>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Personal Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating - toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p><b>Self Regulation</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> <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>Managing Self</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>Building Relationships</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 others' needs.</li> <li>•</li> </ul>

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>

<b>PSHE Skills and Knowledge taught in EYFS</b>			
<b>Families and Relationships</b>	<b>Health and Wellbeing</b>	<b>Safety and the Changing Body</b>	<b>Citizenship</b>
<p><b>Skills</b> Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p> <p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p> <p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p>	<p><b>Skills</b> Discussing ways that we can take care of ourselves.</p> <p>Exploring how exercise affects different parts of the body.</p> <p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p>	<p><b>Skills</b> Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p> <p><b>Knowledge</b> To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p><b>Skills</b> Beginning to understand why rules are important in school.</p> <p><b>Knowledge</b> To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>

<p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team. Developing listening skills</p> <p><b>Knowledge</b> To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p> <p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p> <p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p> <p><b>Knowledge</b> To know that having a naturally colourful diet is one way to try and eat healthily,</p> <p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax.</p> <p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>		
--	---	--	--

Unit	Kapow	Vocabulary	Enrichment and Engagement activities
Autumn 1 Super me	<p><b>Self-regulation: My feelings</b> The children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>feelings emotions happy sad angry calm scared loved</p>	<p>Use of colour monsters Emotions self-check in</p>
Autumn 2 Brown leaves, dark nights, bright lights and shining stars	<p><b>Building relationships: Special relationships</b> The children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>same different similar diversity unique</p>	<p>Nativity play</p>

<p>Spring 1</p> <p>Can polar bears and penguins be friends?</p>	<p><b>Managing self: Taking on challenges</b></p> <p>The children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Challenge difficulty try mistake stronger persist persevere</p>	
<p>Spring 2</p> <p>When dinosaurs ruled the world</p>	<p><b>Self-regulation: Listening and following instructions</b></p> <p>The children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Listen instructions challenge persevere persist team</p>	<p>Making Easter garden</p> <p>Making pancakes</p>

<p>Summer 1 Growing up</p>	<p><b>Building relationships: My family and friends</b> The children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>team teamwork teammate collaborate work together listen support encourage</p>	
<p>Summer 2 Seaside Stories</p>	<p><b>Managing self: My wellbeing</b> The children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>	<p>independent care well-being health routine</p>	<p>Family EYFS picnic</p>