



The Foundations of PSHE inc. RSHE in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
Harvest/ Autumn

Autumn 2- Heroes People who help us, Why do we wear poppies?

Bonfire night
Christmas

Spring 1 - Winter

Chinese New Year
Africa

Spring 2 - Traditional Tales

Growing plants
Easter/ Spring

Summer 1 - Lifecycle

Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

Autumn - Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter

Once upon a time and rhyme,

Chinese New Year

Spring 2 - Mr Wolf's Pancakes

Bible stories - Noahs Ark and Animals

Spring / Easter

Summer 1 - Lifecycle/ Growing

Summer 2 Healthy foods,

People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

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.

RHE		
Two and Three - Year-Olds	Personal, Social and Emotional Development	<p>I am beginning to follow routines and boundaries 1,2,3</p> <p>I am beginning to feel strong enough to express a range of emotions. 1</p> <p>I am growing in independence rejecting help and can get frustrated. 1</p> <p>I am beginning to show control for example waiting for a turn. 1</p> <p>I am increasingly able to talk about and manage my emotions. 2</p> <p>I notice and ask questions about differences. 3</p> <p>I am beginning to develop friendships 2</p> <p>I can say yes and no to a range of people. 1,2,3</p>
Three and Four-Year-Olds	Personal, Social and Emotional Development	<p>I am independent in my play and can play with others. 1</p> <p>I can choose equipment for my play and I can tell you why I am playing with equipment. 2</p> <p>I can think about my play. I can think and choose my own play challenges. 3</p> <p>I can use equipment correctly. 2</p> <p>I can exhibit friendly behaviour to welcome visitors. 3</p> <p>I can cope with small changes to our routine. 1</p> <p>I can extend my play through talk.123</p> <p>I can understand how to respond to my friends wishes. 23</p> <p>I can say yes or no to choices given to me. 1,2,3</p> <p>I can play cooperatively with others and make a choice if I want to. 123</p> <p>I know how to make the right choice.123</p>

		<p>I can manage my emotions and I am beginning to express my needs appropriately. -I am beginning to learn ways to calm myself down when I feel upset.1,2,3</p> <p>I can take turns with others and I can share.1,2,3</p> <p>I can play alongside other children - cooperatively. 1,2,3</p> <p>I can talk about being healthy. I can brush my teeth and say why. I can go to the toilet and wash my hands. 1,2,3</p> <p>I can tell an adult when I need help. 1,2,3</p> <p>I can follow the daily routine and rules in nursery 1,2,3</p>
Reception	Personal, Social and Emotional Development	<p>I can initiate a conversation. I can tell you what I don't like and why I don't like it.</p> <p>I can tell you about my family's roles and interests.</p> <p>I am a confident individual, I can show resilience and perseverance in the face of challenge.</p> <p>I can listen to an adult and my friend.</p> <p>I can be kind to others and have regular friends that are good for me.</p> <p>I can model the right choice during times when the whole class are together.</p> <p>I can offer talk to understand how a character maybe feeling.</p> <p>I can talk and solve challenges with simple solutions within the circle time.</p> <p>I can manage my own hygiene. I can choose a healthy snack and I understand why I need fruit and veg.</p> <p>I can understand the word consent 3</p> <p>I can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

ELG	Personal, Social and Emotional Developmen †	Managing Self	<ul style="list-style-type: none">• 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.
-----	---	------------------	---

