

PSED/RSHE in the EYFS 2022 onwards

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	PSED in KS1
<p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective 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 	<p><u>Self-Regulation –</u></p> <ul style="list-style-type: none"> • 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. <p><u>Managing Self</u></p> <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; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; 	<p><u>Coram Life – Scarf (RSHE) – Order subject to change – see RSHE lead</u></p> <p><u>Autumn Term</u> Me and my relationships</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2) <p>Keeping safe</p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe <p><u>Spring Term</u> Valuing difference</p> <ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend • SCARF Early Years Additional Resources <p>Rights and Respect</p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • I know how to express how I feel. • I know that I can talk to familiar adults in our school. • I know how to listen to others. • I know how to follow a simple instruction. • I know when I am feeling happy, sad or angry. • I know why we have rules. • I know how to get dressed. • I know how to use the toilet. • I know that some foods and healthy and that others are unhealthy. • I know how to take turns. • I know how to be a good friend. • I know when other people are feeling sad. • I know the difference between good and bad actions. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Feelings – happy, sad, angry, upset, hurt, worried, scared. • Rules, behaviour, listen, share, friend, turn • Healthy, unhealthy 	<p>There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress.</p> <p>The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.</p> <p>Key stage 1</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).</p> <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children</p>

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	<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Looking after money (2): saving money and keeping it safe <p>Summer Term</p> <p>Being my best</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep <p>Growing and Changing</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys <p>General learning throughout the year</p> <ul style="list-style-type: none"> Circle time sessions Listening games Talking partners Playground buddies Teach playground games during freeflow Model good listening and turn taking. Cbeebies – Teddles – Brush your teeth / wash your hands. Join in with a variety of simple songs. Discuss and share family celebrations such as birthdays / Christmas. Share stories daily and talk about what has happened and why / moral / what does that mean for us? Fruity Friday Snack table – ‘Time to Talk’ pictures and questions. Worry monsters. Class rules and routines Role play – being friends 		<p>can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p>
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