

PSHE - Learning in EYFS:

Art		
Three and Four-Year-Olds	Communication and Language	• 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. • Can start a conversation with an adult or a friend and continue it for many turns.
	PSED	• 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. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
	Physical Development	• Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • 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.
	Understanding the world	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop 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	Communication and Language	• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	• 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.

	Physical Development	• 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 • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene
	Understanding the World	• 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.

ELG	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• 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.
	Personal, Social and Emotional Development	Self-Regulation	• 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.
		Managing Self	• 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.
		Building Relationships	• 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.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

	EYFS	KS1
Happiness, Positivity and Feeling Special	• ELG: Form positive attachments to adults and friendships with peers. • ELG: Work and play cooperatively and take turns with others.	· To write a class charter · To find out about each other · To understand how to solve problems · To think about ways to look after each other · To understand what makes a happy playtime · To be able to make choices
Emotions, Feelings and Friends	• ELG: Work and play cooperatively and take turns with others. • ELG: Show sensitivity to their own and to others' needs. • ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	· To understand how to make friends · To understand why we may fall out with our friends · To develop strategies to manage angry feelings · To develop strategies to prevent bullying · To be aware that there are hazards in the home · To know how to cross the road safely
Being Safe and Asking for Help	• ELG: Form positive attachments to adults and friendships with peers. • ELG: Show sensitivity to their own and to others' needs. • ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	· To know who to ask for help · To recognise when we feel loved and cared for · To understand what proud and jealous emotions feel like · To understand how our thoughts, feelings and behaviour are linked · To know some ways we can deal with worries · To be able to support each other
Families, Friendships and Relationships	• ELG: Form positive attachments to adults and friendships with peers.	· To think about people who help us · To understand the feeling of loneliness · To understand there are different kinds of families · To talk about difficult choices – leaving home · To find out about people and places around the world
Individuality, Independence and Assertiveness	• ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	· To know our likes and dislikes · To recognise when someone is feeling proud (online and offline) · To appreciate being special · To know how to recognise worrying feelings (online and offline) · To know how to stay calm and relaxed (online and offline) · To know how to stand up for myself (online and offline)
Growing Up, Staying Healthy and Making Ambitions	• ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	· To know how to look after our teeth · To know how to stay healthy · To set a simple personal goal
Following the Law, Staying Safe and Overcoming Peer Pressure	• ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.	· To recognise the uses of medicines · To recognise that some household substances are dangerous · To understand the dangers of smoking · To understand the dangers of alcohol · To appreciate a range of real and imaginary hazards To develop strategies to prevent bullying
Changes, Transitions and Maintaining Positivity	• ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	· To appreciate that I can make change happen · To understand sometimes I might need to change my behaviour
Choices, Decisions and Democracy	• ELG: 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. • ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.	· To listen effectively · To express opinions · To know right and wrong and make choices · To know what living things need · To develop a sense of responsibility · To understand that people look after animals as a job
Citizenship, Responsibility and Leadership	• ELG: Work and play cooperatively and take turns with others;	· To devise a class charter · To get to know each other · To identify communities which we belong to · To know how to save energy around the school · To understand what recycling is · To understand what pollution is
Earning, Saving and Spending		· To know why we have money · To know how to keep money safe · To understand the meaning of affording something · To know the difference between wants and needs · To understand the different meaning of 'being rich' To set simple goals
Trade, Food Growing and Fairness	• ELG: Understanding the importance of healthy food choices.	· To know where different foods come from · To understand the difference between a custom and a ritual · To appreciate why we celebrate special events with different food · To appreciate how much chocolate we eat · To know where chocolate comes from · To explore why we need fair trade principles