



PSHE EYFS Curriculum Map

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, 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.

In the EYFS settings at St Peter's Brafferton we have a carefully planned curriculum to ensure that children are supported to understand how to look after their bodies, provide skills to regulate emotions. Children are encouraged to express themselves, play with a range of children and understand that other people matter.

	PSHE Strands						
	My healthy self	Connecting with others	Online World	Citizenship	Staying Safe	Growing up	Health Protection
End point 2-3 Year old using Development Matters	Children develop increasing independence in their personal care. They begin to manage toileting and develop confidence in doing things for themselves. They begin to talk about and manage their emotions.	Children establish their sense of self, express preferences and decisions, engage with others through gestures, gaze and talk, and begin developing friendships. They become increasingly able to express and manage feelings.	Children communicate through gestures, gaze and talk and increasingly engage with others. They explore their environment and respond to experiences.	Children develop their sense of self and begin to understand relationships with familiar people and their wider environment.	Children begin to develop self-control, including waiting for a turn and resisting impulses. They respond to simple instructions and develop increasing independence.	Children establish their sense of self, express preferences and decisions and develop increasing independence.	Children learn to use the toilet with help and then independently and develop increasing independence in personal care. They become increasingly aware of their bodies and emotions.



<p>End point 3-4 year olds using Development Matters</p>	<p>Children become increasingly independent in meeting their own care needs and develop healthy choices around food, drink, activity and toothbrushing.</p>	<p>Children play with other children and extend their play ideas.</p> <p>They develop ways of resolving conflict, become more assertive and talk with others to solve disagreements.</p> <p>They begin to understand how others may be feeling.</p>	<p>Children develop communication, relationships and increasing independence.</p> <p>They explore how things work and develop understanding of the world around them.</p>	<p>Children develop their sense of responsibility and membership of a community.</p> <p>They develop positive attitudes towards differences between people and begin to recognise that there are different countries and communities.</p>	<p>Children increasingly follow rules and understand why they are important.</p> <p>They remember rules with less adult prompting and develop appropriate ways of being assertive.</p> <p>They also learn about physical risks and when to stop if they do not feel safe.</p>	<p>Children develop their sense of self and community and develop positive attitudes towards differences between people.</p> <p>They begin to make sense of their own life story and family history.</p>	<p>Children become increasingly independent in their care needs and make healthy choices concerning food, drink, activity and toothbrushing.</p>
<p>Reception (DM and ELG)</p>	<p>Children are expected to manage their own needs and personal hygiene and understand factors that support overall health and wellbeing, including physical activity, healthy eating, toothbrushing, screen time, sleep and pedestrian safety.</p> <p>Managing Self</p>	<p>Children develop constructive and respectful relationships, express their feelings and consider the feelings of others.</p> <p>They develop resilience and perseverance, moderate their feelings and begin to think about other people's perspectives.</p> <p>Building Relationships</p>	<p>Development Matters recognises sensible amounts of screen time as one factor supporting children's health and wellbeing.</p> <p>Managing Self</p>	<p>Children talk about members of their immediate family and community and name and describe familiar people.]</p> <p>Children talk about members of their immediate family and community and name and describe familiar people.</p> <p>People, Culture and Communities Building Relationships</p>	<p>Development Matters identifies being a safe pedestrian as one of the factors supporting children's health and wellbeing. Children also develop self-regulation, independence and understanding of rules.</p> <p>Managing Self Self-Regulation</p>	<p>Children talk about members of their family and community, familiar people and experiences from the past.</p> <p>They begin to compare people, places and experiences across time and cultures.</p> <p>Managing Self People, Culture and Communities</p>	<p>Children manage their personal hygiene and understand factors that support health and wellbeing, including healthy eating, physical activity, toothbrushing, sleep, screen time and safe pedestrian behaviour.</p> <p>Managing Self Self-Regulation</p>



		Self-Regulation																																														
How is PSHE taught in Helperbees? Themes and possible lines of enquiry	You might see: <ul style="list-style-type: none">- Our feelings area- Books sharing different families and cultures- Children knowing and following rules- Children caring for the natural world- Children playing and encouraged to solve disagreements- Children being independent in looking after themselves- Modelling of key vocabulary- Role play areas of home, other countries- Family discussions and activities- Baby role play- Walks in the local area- Oral hygiene- Visitors- Technology use- Responsibility to care for their classroom																																															
	Helperbees Autumn Year A (Traditional tales, Animals, Festivals) Helperbees Spring Year A (Dinosaurs, changes and seasons) Helperbees Summer Year A (transport and vehicles and books/authors)			Helperbees Autumn Year B (Nursery rhymes, farms) Helperbees Spring Year B (Adventure and families) Helperbees Summer Year B (Animals and under the sea)																																												
How is PSHE taught in Reception? Themes and possible lines of enquiry	In Reception we follow the Kapow Scheme and use a half-termly plan using No outsiders Books																																															
	Forest Schools Listening and following instructions	Special relationships	Taking on challenges	My feelings	My family and friends	My wellbeing	<table><tr><th>Term</th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr><tr><th>EYFS</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>Book Title</td><td>'You Choose' Nick Sharratt & Pippa Goodheart</td><td>'Red Rockets and Rainbow Jelly' Sue Heap and Nick Sharratt</td><td>'Hello hello' Brendan Wenzel</td><td>'Blue Chameleon' Emily Gravett</td><td>'The Family Book' Todd Parr</td><td>'Super duper you' Sophie Henn</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Theme</td><td>Pupil voice</td><td>Accepting difference</td><td>Greeting people</td><td>Race</td><td>All families are different</td><td>Accepting self-difference</td></tr><tr><td>Learning Objective</td><td>To say what I think.</td><td>To understand that it's OK to like different things.</td><td>To say hello</td><td>To make friends with someone who maybe different</td><td>To understand that all families are different.</td><td>To think about what makes me different</td></tr></table>	Term	Autumn		Spring		Summer		EYFS	1	2	3	4	5	6	Book Title	'You Choose' Nick Sharratt & Pippa Goodheart	'Red Rockets and Rainbow Jelly' Sue Heap and Nick Sharratt	'Hello hello' Brendan Wenzel	'Blue Chameleon' Emily Gravett	'The Family Book' Todd Parr	'Super duper you' Sophie Henn								Theme	Pupil voice	Accepting difference	Greeting people	Race	All families are different	Accepting self-difference	Learning Objective	To say what I think.	To understand that it's OK to like different things.	To say hello	To make friends with someone who maybe different	To understand that all families are different.
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What PSHE looks like in Year 1: PSHE Objectives	How can I build safe, kind and caring relationships?	How do we spend time online? How can we stay safe online?	How can I help myself and others feel happy and safe?	How can I protect myself and others in daily life?	<i>Forest Schools</i>	How can I stay safe?
	How can we look after our emotions?	How can I can make safe choices in different places?	How do people belong to a community and earn money?	How can we look after our bodies?	<i>Forest Schools</i> How can I help others and the environment?	How can we look after and respect our bodies as we grow?
What you may see in provision or the routines of the day	<ul style="list-style-type: none"> - Both classrooms use Colour Monster to talk and discuss feelings - Oral hygiene focus - People who help us visitors - PE activities/physical development opportunities - Strong relationships with adults - Clear rules - Our daily routines of handwashing, toileting - Activities about growing up and looking at differences and changes including the natural world - Independent children - Turn taking and modelling of solving conflicts 					
Vocabulary	<p>2–3 years: Children develop simple words to describe themselves, their bodies, needs, feelings, relationships and safety.</p> <p>3–4 years: Children increasingly use words to explain feelings, relationships, healthy choices, differences, rules and responsibility.</p> <p>Reception:</p> <p>Children use increasingly precise vocabulary to explain wellbeing, relationships, diversity, safety, responsibility, risk and personal choices. They begin to explain <i>why</i> a behaviour, rule or choice is important.</p>					