

How can children learn about PSHE and RSE in Early Years?

The Early Years Foundation Stage Curriculum supports children to develop the knowledge, skills and attitudes they need to grow into confident, healthy and responsible individuals. Children learn to recognise and talk about their feelings, develop resilience and build positive relationships with others through play, group activities and stories. They are encouraged to take turns, share, listen and show respect, helping them to understand the importance of kindness, empathy and cooperation. Through discussions, role play and real-life experiences, children begin to explore themes such as keeping safe, making healthy choices, understanding differences, and celebrating diversity. They also learn about the importance of rules, responsibilities and contributing to their community, laying the foundations for becoming active and responsible citizens.

Links to Development Matters: Three and Four Year Olds

Communication	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
Personal, social and emotional development	<ul style="list-style-type: none"> • 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. * 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. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive.
	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly

	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • ' Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing. • To understand through 'My happy mind' how our brain works to help us understand why we feel angry, sad or happy and to be equipped with strategies to help us begin to manage those feelings. • Happy breathing used as a technique to help us calm.
Physical development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Understanding the world	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations • Continue developing 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

Key Vocabulary

Safe, healthy, rules, fair, unfair, choices, friend, different, the same, share, kind, 'turn taking,' proud, happy, sad, excited, worried, nervous, upset, right, wrong

End Points

- Learn about and identify different occupations including those who help us
- Recognising differences in people – appearance, opinions, diet, beliefs

Links to Development Matters: Reception

Communication and language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases
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Personal, social and emotional development	<ul style="list-style-type: none"> • 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 • 'My happy Mind approach- understanding our brain and how it affects our emotions. • Use of happy breathing techniques to regulate our feelings. • Think about the perspectives of others. • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -__regular physical activity -__healthy eating -__toothbrushing -__sensible amounts of 'screen time' -__having a good sleep routine -__being a safe pedestrian
Physical development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> -__lining up and queuing -__mealtimes
Understanding the world	<ul style="list-style-type: none"> • 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.

Early Learning Goals

Communication and language	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher 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

	<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 <p>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>
	<p>Managing Self</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>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others <p>Form positive attachments to adults and friendships with</p>
Physical development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others
Understanding the world	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society

Key Vocabulary

Discuss, explain, describe, agree, disagree, behaviour, consequences, true, false, safe, healthy, challenge, rules, environment, fair, unfair, independent, choices, friend, friendship, different, similar, special, solve, praise, share, kind, celebrate, 'turn taking,' feelings, improve, positive, negative, proud, pleased, excited, worried, nervous, upset, contribute, 'different backgrounds,' country, the world, working as a team, right, wrong, conversation, personal space, comfortable, uncomfortable, trust, adult, secret, surprise

End Points

- Identify what is special to them and their family – learn about where they go to take part in those special activities
- Name their friends and something they do together
- Name and identify at least 4 emotions
- Know how to use happy breathing as a calming technique
- Identify what makes them similar or different to others
- Identify 3 ways they can be a kind friend

- Recall a time they didn't give up
- Name 3 ways to keep their body healthy
- Name 6 different body parts

Links to National Curriculum: Year 1

Health and wellbeing	<ul style="list-style-type: none"> • that pupils can help these people to look after them. • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
Relationships	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
Living in the wider world	<ul style="list-style-type: none"> • how to contribute to the life of the classroom

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| | <ul style="list-style-type: none">• to help construct, and agree to follow, group and class rules and to understand how these rules help them• that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns,• share and understand the need to return things that have been borrowed.• that they belong to various groups and communities such as family and school• what improves and harms their local, natural and built environments and about some of the ways people look after them• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices |
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