



Learning in EYFS: What PSHE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Taken from the Our Lady & St Benedict Catholic Academy EYFS LTP 22-23

Nursery	<p><u>Self-Regulation</u> Children will separate from main carer to come into nursery.</p> <p><u>Managing Self</u> Children will know the class rules: - Looking eyes - Listening ears - Hands in lap</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Children will be able to clearly communicate their need for the toilet.</p> <p>Children will</p>	<p><u>Self-Regulation</u> Children will know which adults can help them in nursery.</p> <p>Children will follow the Mind Up program guidance at the designated times of the day.</p> <p><u>Managing Self</u> Children will know how to look after resources using the rhyme 'Choose it, use it, tidy it away'.</p> <p>Children will know to drink water to be healthy.</p> <p><u>Building Relationships</u></p>	<p><u>Self-Regulation</u> Children will become confident with visitors in nursery.</p> <p><u>Managing Self</u> Children will know examples of healthy food.</p> <p><u>Building Relationships</u> Children will share resources and play in a group.</p>	<p><u>Self-Regulation</u> Children will show confidence walking around our local area.</p> <p><u>Managing Self</u> Children will know to exercise to be healthy.</p> <p><u>Building Relationships</u> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><u>Self-Regulation</u> Children will show confidence in visiting the local shops and going on trips further afield.</p> <p><u>Managing Self</u> Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p><u>Building Relationships</u> Children will consider the feelings of others in stories.</p>	<p><u>Self-Regulation</u> Children will show confidence in visiting the local church.</p> <p><u>Managing Self</u> Children will know how to independently use the toilet.</p> <p><u>Building Relationships</u> Children will know how to listen to a friend and agree a compromise.</p>
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	<p>learn about brushing their teeth and seeing the dentist and the impact of sugary unhealthy food.</p> <p><u>Building Relationships</u> Children will know how to play alongside each other.</p>	<p>Children will know how to play partner and turn-taking games.</p>				
Reception	<p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><u>Managing Self</u> Children will know the school rules Respect yourself, Respect others, Respect God, Respect other's property.</p> <p>Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges, using stories such as 'The Magic Moment', 'Up and Down', 'Pete the Cat', 'The Dot'.</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>

Outcomes from Development Matters

PSHE		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • 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. • 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. • 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. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • 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.

Three and Four-Year-Olds Continued	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.
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.
	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. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - 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.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> 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. 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	<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.
		Building Relationships	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.

Further to following the EYFS guidance for PHSE, as a school we use the Ten:Ten RHSE programme Life to The Full. In EYFS it is broken down as follows;

	Autumn	Spring	Summer
RSHE	Religious Understanding – The story of creation – Thank you for making me. Me, My Body, My Health – How you are unique and special. Emotional Well-Being – Feelings, Likes and Needs/Good and bad feelings. Life Cycles – When we were younger and when we are older.	Religious Understanding – Role Models – saying sorry and thank you. Personal Relationships – My Family and Friends – who is who in your life. Keeping Safe – When have we needed help? Being safe inside and out, including online safety.	Religious Understanding – The Trinity of God – Loving God and loving others. Living in the Wider World – Our responsibility to world and to other people too. How can we help?