

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

PSHE in EYFS



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PSHE in EYFS at The Good Shepherd:

Reception and Nursery both used the HeartSmart Program.

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
- The EYFS to Key stage 1 bridging curriculum has been added

| PSHE | | |
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| 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.• Can 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.• 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. |



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| <p>Three and Four-Year-Olds Continued</p> | <p>Physical Development</p> | <ul style="list-style-type: none"> 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. |
| | <p>Understanding the World</p> | <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 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. |
| <p>Reception</p> | <p>Communication and Language</p> | <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases. |
| | <p>Personal, Social and Emotional Development</p> | <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. |
| | <p>Physical Development</p> | <ul style="list-style-type: none"> 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 Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes personal hygiene |



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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.*

PSHE / Personal Development

| Organisation of knowledge | Relationships | Health & Wellbeing | Living in the wider world |
|---------------------------|---|---|--|
| Relevant ELG | <p>ELG: Building relationships</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 - Show sensitivity to their own and to others' needs | <p>ELG: Self-regulation</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 <p>ELG: 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>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class |
| | <p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - make comments about what they have heard and ask questions to clarify their understanding - hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <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. | | |
| KS1 readiness objectives | <ul style="list-style-type: none"> • Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others | <ul style="list-style-type: none"> • Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations. | <ul style="list-style-type: none"> • Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers). |