

# Evelyn Street Primary School - PSHE progression through EYFS (Nursery)

## PSED/PD/UW

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

ELG (PSED)

Self-regulation

- Show an understanding of their feelings & begin to regulate their behaviour accordingly
- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

Building Relationships

- Work & play cooperatively & take turns with others
- Form positive attachments to adults & friendships with peers
- Show sensitivity to their own & other's needs

Focus	Self Regulation	Managing Self	Building relationships	Vocabulary- To be used daily.		
Nursery Skills	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive</li> <li>Talk with others to solve conflicts</li> <li>Talk about their feelings using words like-'happy', 'sad',</li> <li>Begin to understand how others might be feeling</li> <li>Help to find solutions to conflicts and rivalries-ie talking and suggesting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed to achieve a goal they have chosen or has been suggested to them</li> <li>Increasingly follow rules and understand why they are important</li> <li>Do not always need an adult to remind them of a rule</li> <li>Be increasingly independent in meeting their own care needs (washing and drying hands thoroughly, using the toilet, brushing teeth)</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility &amp; membership of a community</li> <li>Become more outgoing with unfamiliar people, in the safe context of our setting</li> <li>Show more confidence in new social situations</li> <li>Play with one or more children extending and elaborating play ideas</li> <li>Building partnerships through involvement in Hand Massage</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> <li>Danger</li> <li>Healthy/ Unhealthy</li> <li>Exercise</li> <li>Same/ Different</li> <li>Needs</li> <li>Wants</li> <li>Happy/ Sad</li> <li>Angry</li> </ul>		
Nursery Knowledge	<b>Autumn 1</b> All About Me Being Me in My World	<b>Autumn 2</b> Families and Celebrations Celebrating Difference	<b>Spring 1</b> Traditional Tales and farm animals Dreams and Goals	<b>Spring 2</b> Growing and changing Healthy Me	<b>Summer 1</b> People Who Help Us Relationships	<b>Summer 2</b> Chester Zoo/Knowsley Safari Changing Me
	<ul style="list-style-type: none"> <li>Can leave main carer</li> <li>Is happy to try new activities</li> <li>Explores the classroom with interest</li> <li>Can talk about their similarities and differences</li> <li>Can talk about what makes them happy and sad</li> </ul>	<ul style="list-style-type: none"> <li>Shows independence when using the toilet and putting on their coat.</li> <li>Can engage in group activities and turn take with their toys.</li> <li>Can follow the rules of the classroom</li> <li>Can say sorry when they have made a wrong choice</li> <li>Can say when they are hungry/tired/thirsty</li> </ul>	<ul style="list-style-type: none"> <li>Can take responsibility for areas of provision</li> <li>Can explain what makes a good friend</li> <li>Can describe the differences between healthy and unhealthy foods and drinks and explain the effect on their teeth and body.</li> </ul>			

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.

# Evelyn Street Primary School - PSHE progression through EYFS (Reception)

## PSED/PD/UW

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

- ELG (PSED)
- Self-regulation
- Show an understanding of their feelings & begin to regulate their behaviour accordingly
  - Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
  - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions
- Managing Self
- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
  - Explain the reasons for rules, know right from wrong & try to behave accordingly
  - Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices
- Building Relationships
- Work & play cooperatively & take turns with others
  - Form positive attachments to adults & friendships with peers
  - Show sensitivity to their own & other's needs

Focus	Self Regulation	Managing Self	Building Relationships	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> <li>Can express their feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate own feelings socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own personal hygiene needs</li> <li>Know and talk about the different factors that support their overall health and well being</li> <li>-regular physical exercise</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Recognise themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> </ul>	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility

Reception Knowledge	Autumn 1 Autumn and Seasons	Autumn 2 Celebrations	Spring 1 Animals	Spring 2 Lifecycles	Summer 1 Minibeasts	Summer 2 Occupations
	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> <li>Able to explore the classroom with interest</li> <li>Develop friendships with new children</li> <li>Form positive attachments to staff and children</li> <li>Understand that people have different beliefs than them and accept difference.</li> <li>Engages in a range of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage own feelings and know who to go to for support.</li> <li>Understands and follow the routines of the school day</li> <li>Can talk about different food groups and which foods are good for our health and teeth.</li> <li>Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk in detail about the school behavioural expectations in class and around the school</li> <li>Can talk about how people in our community help and support us</li> <li>Understand that parts of their body need to be kept private.</li> <li>Knows who to go to if lost- Knowing who is a stranger.</li> <li>Can resolve minor conflicts in friendship groups</li> </ul>			

**Jigsaw PSHE Intent –To develop pupils that are safe, happy, independent, resilient and ambitious**

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