



# Summerville Primary School

## EYFS PSHE Curriculum

Unlike other year groups, who follow the National Curriculum, children in Early Years settings follow the Early Years framework. At Summerville we also follow the EYFS Development Matters document, which although is non-statutory, provides excellent guidance on designing and delivering an effective early years' curriculum.

**The EYFS Development Matters objectives which have direct links to the KS1/KS2 National Curriculum for PSHE and RSE are:**

### **Personal, Social & Emotional Development**

- See themselves as a valuable individual and develop their sense of responsibility and membership of a community
- 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.
- Build constructive and respectful relationships. 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.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Express their feelings and consider the feelings of others. Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Develop appropriate ways of being assertive.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Think about the perspectives of others. Understand gradually how others might be feeling.
- Manage their own needs: Personal hygiene, using the toilet, washing and drying hands, personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, make healthy eating choices, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

### **Physical Development**

- Know and talk about the different factors that support their overall health and wellbeing: physical activity, healthy eating, toothbrushing, sensible amounts of screen time, good sleep, being a safe pedestrian

### **Understanding the World**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

In order to create a smooth transition between our Early Years and Key Stage 1, we have linked the Framework and National Curriculum subjects so that it is clear to see how we build upon the firm foundations built in our EYFS unit. In the table below, examples are given of EYFS activities under the Development Matters objectives and

how they link to the KS1/KS2 National Curriculum Science objectives.

|   | Across the academic year   | Autumn Term  | Spring Term  | Summer Term  |
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| PSHE<br>PERSONAL, SOCIAL<br>AND EMOTIONAL<br>DEVELOPMENT<br><br>PHYSICAL<br>DEVELOPMENT<br><br>UNDERSTANDING<br>THE WORLD | <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: exercise, tooth brushing, (Health and Well-being Strand)</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene (Health and Well-being Strand)</li> </ul> <p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>Playing games that regularly involves sharing and cooperating with friends and other peers. (Relationships Strand)</li> <li>Congratulating other children for their kindness to others (Relationships Strand)</li> <li>Opportunities for helping, listening and supporting each other. (Relationships Strand)</li> <li>Opportunities for expressing feelings and considering the feelings of others. (Health and Well-being Strand)</li> </ul> | <p><b><u>Autumn A: Marvelous Me</u></b><br/> <i>Examples of the activities and how they link to the NC PSHE/RSE include:</i></p> <ul style="list-style-type: none"> <li>Understanding the importance of looking after ourselves and being healthy: healthy eating, getting enough sleep, physical exercise, handwashing, toothbrushing (Health and Well-being Strand)</li> <li>circle times with key person-passing class teddy and introducing our favourite things and ourselves. (Relationships Strand)</li> <li>What's the same/ different to our friends? (Relationships Strand)</li> <li>How do we be a good friend? (Relationships Strand)</li> <li>Looking at photos of families and discussing similarities and differences (Relationships Strand)</li> <li>Name and describe people who are familiar to them in the community such as the police, the fire service, doctors and teachers. Discuss their roles and how they can help us (Living in the Wider World)</li> <li>Visit from the Nurse or health care worker re hygiene etc (Health and Well-being Strand)</li> <li>English: Using the book Super Duper</li> </ul> | <p><b><u>Spring A Topic: Brr... It's Cold in Here</u></b><br/> <i>Examples of the activities and how they link to the NC PSHE/RSE include:</i></p> <ul style="list-style-type: none"> <li>Recognise some environments (plus other countries) that are different to the one in which they live (Relationships Strand)</li> <li>Discuss ice caps melting, discuss global warming (Living in the Wider World)</li> </ul> <p><b><u>Chinese New Year</u></b><br/>           The children will celebrate Chinese New Year and taste different Chinese foods (Relationships Strand)</p> <p><b><u>Spring B Topic: Brr... I need a hero</u></b><br/> <i>Examples of the activities and how they link to the NC PSHE/RSE include:</i></p> <ul style="list-style-type: none"> <li>Exploring the diverse range of jobs they could do using the book 'When I grow up' (Living in the Wider World)</li> <li>Learning about the coastguard and other emergency services using the book 'Colin the Coastguard' (Health and Well-being)</li> <li>Celebrating real life heroes in the book 'Life Savers' (Health and Well-being)</li> <li>Looking after our teeth using the</li> </ul> | <p><b><u>Summer A Topic: Living Things</u></b><br/> <i>Examples of the activities and how they link to the NC PSHE/RSE include:</i></p> <ul style="list-style-type: none"> <li>Book: The Butterfly Bouquet - Thinking about different jobs and what they would like to be when they grow up after learning about the butterfly life cycle (Relationships Strand, Living in the Wider World)</li> <li>Making a 'Bug Hotel' and keeping caterpillars until they change into butterflies: learning how to care for the insects (Living in the Wider World)</li> <li>Book: The Bad Tempered Ladybird – exploring behaviour and consequences, feeling angry and self-regulation (Relationships Strand, Health and Well-being Strand)</li> <li>Book: Arghh Spider – looking at our own unique talents (Relationships Strand)</li> <li>Learning about the importance of bees for the planet and the environment (Living in the Wider World)</li> </ul> <p><b><u>Eid</u></b><br/>           The children will celebrate Eid and be visited by Mrs Ahmed to talk more about the celebrations and the story behind it (Relationships Strand)</p> |

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|  | <ul style="list-style-type: none"> <li>• Creating a class charter- where the children create their own rules and expectations (Living in the Wider World)</li> <li>• Opportunities to show resilience and perseverance in the face of challenge. (Health and Well-being Strand)</li> <li>• Weekly challenges (differentiated) (Health and Well-being Strand)</li> <li>• Rainbow Awards (Health and Well-being Strand)</li> <li>• Teacher’s model making mistakes and allow children to help us fix this. (Health and Well-being Strand)</li> <li>• Learning how to evaluate their own work/ play-how can we make this even better? What could we change? (Health and Well-being Strand)</li> <li>• Identifying and moderating their own feelings socially and emotionally. (Health and Well-being Strand)</li> <li>• Using books that talk about feelings in story time and as a focus in English e.g. The Colour Monster (Health and Well-being Strand)</li> </ul> | <p>You-Sophie Henn-labelling portraits of self and family-PSED link what am I good at? (Relationships Strand)</p> <ul style="list-style-type: none"> <li>• English: Using the book The Colour Monster Anna Llenas -PSED link drawing and labelling how we feel in situations (Health and Well-being Strand)</li> </ul> <p><b>Harvest</b><br/>The children will learn about the concept of ‘harvest’ in Autumn and how it’s a time to help people less fortunate (Living in the Wider World)</p> <p><b>Autumn A Topic: Light and Dark</b><br/><i>Examples of the activities and how they link to the NC PSHE/RE include:</i></p> <ul style="list-style-type: none"> <li>▪ Understanding the importance of looking after ourselves and being healthy: healthy eating, getting enough sleep, physical exercise, handwashing, toothbrushing (Health and Well-being Strand)</li> <li>• Trip to a church and a visitor from the Hindu faith to discuss how they celebrate festivals- Diwali/Christmas-Children will learn the similarities and differences between the two religions. (Relationships Strand)</li> <li>• Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. (Living in the Wider World)</li> </ul> | <p>book ‘Brush your teeth please’ (Health and Well-being)</p> <ul style="list-style-type: none"> <li>• Exploring that we are all different and learn what respect looks like through the book ‘The Lion Inside’ (Relationships Strand)</li> </ul> <p><b>Pancake Day</b><br/>The children will prepare and make pancakes and look at the importance of handwashing when making food and making healthy eating food choices (Health and Well-being Strand)</p> <p><b>Life Cycles (Chicks)</b><br/>The children will have the opportunity to watch chicks hatch from eggs and will need to help look after them (Living in the Wider World)</p> | <p><b>Summer B Topic: Pirates, Mermaids and Under the Sea</b><br/><i>Examples of the activities and how they link to the NC PSHE/RSE include:</i></p> <ul style="list-style-type: none"> <li>• Book: Pirate Mums - Thinking about different jobs and exploring different family units (Relationships Strand, Living in the Wider World)</li> <li>• Book: If Sharks Disappeared &amp; Clean Up – Exploring the impact of plastic pollution on our oceans (Living in the Wider World)</li> <li>• Book: Julian is a Mermaid - Thinking about different jobs and what they would like to be when they grow up, challenging stereotypes (Relationships Strand, Living in the Wider World)</li> <li>• Exploring differences, change and transition as the children prepare to move to Y1 – through a selection of picture books including: Loon Inside your Body, A Huge Bag of Worries, It Feels Good to Be Yourself, Hair Love and Hats of Faith. (Covering – naming parts of the body, knowing what foods are healthy, understanding that we grow from babies to adults, expressing feelings about moving to Year 1, talking about worries and sharing best bits of the Reception year. How have we changed? What can we do now that we couldn’t do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Daily feelings check in jars linked to the Colour Monster Story. Children will put an item in the jar to show how they are feeling that day (Health and Well-being Strand)</li> <li>• Managing their own needs- dress for and after PE, dress for going outside, go to the toilet independently and understand how to look after their basic hygiene. (Health and Well-being Strand)</li> <li>• Visits from Nurse re hygiene (Health and Well-being Strand)</li> <li>• Learning body parts and associated senses (Health and Well-being Strand)</li> <li>• Online safety (Health and Well-being Strand) (Living in the Wider World)</li> <li>• Home safety (Health and Well-being Strand)</li> <li>• Walks around the local environment including road safety (Health and Well-being Strand)</li> <li>• Getting on and falling out and how to resolve this (Relationships Strand)</li> </ul> | <ul style="list-style-type: none"> <li>• Visit from the Fire Brigade re safety bonfire night-Zoom discussion. (Health and Well-being Strand)</li> <li>• Discussing experiences with people who are familiar to them-looking at what the children have done in the past to celebrate festivals with their families. (Relationships Strand)</li> <li>• English: Using the book You Choose in Space-Children to understand it is ok to like different things, feel differently from others and have different ideas from their friends. (Relationships Strand)</li> </ul> <p><b><u>Diwali</u></b><br/>The children will celebrate the Hindu festival of Diwali - the festival of light - and taste different Indian foods (Relationships Strand)</p> <p><b><u>Bonfire Night</u></b><br/>The children will learn how to stay safe on Bonfire Night (Health and Well-being Strand)</p> <p><b><u>Christmas</u></b><br/>The children will learn about the Christian festival of Christmas (Relationships Strand)</p> |  | <p>(Relationships Strand, Health and Well-being Strand, Living in the Wider World)</p> <ul style="list-style-type: none"> <li>•</li> </ul> |
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|  | <ul style="list-style-type: none"><li>• Being kind and bullying – how to deal with bullying (Relationships Strand)</li><li>• Showing respect and politeness around school (Relationships Strand)</li><li>• Celebrating diversity (Relationships Strand)</li><li>• Looking after their environment (Living in the Wider World)</li><li>• Role play – familiar settings e.g. home, café, shop, vets etc sometimes including the use of money (Living in the Wider World)</li></ul> |  |  |  |
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