



EYFS Curriculum Year A and Year B 2022-2025

EYFS PERSONAL SOCIAL HEALTH EDUCATION LINKS



This document demonstrates which statements from the 2020 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 Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for PSHE. The most relevant statements for PSHE taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World.

Two and Three Year olds	Communication and Language	<ul style="list-style-type: none"> • Start to say how they are feeling, using words as well as actions. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel strong enough to express a range of emotions. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." • Learn to use the toilet with help, and then independently.
	Physical Development	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people
Three and	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



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Four Year olds		<p>as well as actions.</p> <ul style="list-style-type: none"> • 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 tooth brushing.
	Physical Development	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.



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		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - 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 - tooth brushing - 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: 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	Listening, Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.



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	and Language	Attention and Understanding	
		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.• 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	Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	Talk about the lives of people around them and their roles in society.



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PSHE Bridging EYFS to Year 1

Organisation of Knowledge	Relationships	Health and Wellbeing	Living in the wider world
Relevant ELG	ELG: 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 to others' needs	ELG: 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 ELG: 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.	ELG: People, culture and communities <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
	ELG: Listening, attention and understanding <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 		
	ELG: Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of pronouns and adjectives.		
KS1 readiness objectives	EYFS PSHE TOPIC LINKS (PSHE very responsive to needs of class and specific issues that arise)		
	Knows right from wrong and can explain why it is important to have boundaries and routines	Managing their own personal hygiene and basic needs	Shows care and concern for living things.
	Working and play co-operatively and taking turns with others	Shows an understanding of their own feelings; and those of others	Name and describe who might help us in the local community (police, fire service, doctors and teachers).
	Recognise and show sensitivity to their own and others' needs	Being to regulate their behaviour	Recognise similarities and differences between themselves and others
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W	Who am I? How to 'School' Why do we have rules? How to be healthy	How am I super? Firework safety How people celebrate differently	amazing Oral hygiene Protecting our special world	I cant do it....I cant do it YET!	Sun and sea safety	
Pupils will have the opportunity to:						
Year A details	<ul style="list-style-type: none"> -Look at how all families are different but really the same – people who care for us -discuss class/school rules – why we have them? -create class rules together and display -talk out how to play nicely and what to do when things go wrong. -learn about why we Follow rules within school and wider community, why are rules there and important. -learn about healthy 	<ul style="list-style-type: none"> -discuss what to do when things go wrong -learn about bonfire/ Firework night safety -find out about why celebrate different things and have different traditions. E.g. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have, also Christmas, Diwali and Hanukkah 	<ul style="list-style-type: none"> -find out about why we are all amazing! -learn how to keep calm and happy? -discuss how amazing we are, what can we do now and what can we do in the future – no boundaries -learn about the Importance of oral hygiene, why and how to clean teeth. learn about pollution and caring for our special home-the world-pupils to learn about Recycling and caring for the environment 	<ul style="list-style-type: none"> -discuss about facing challenges. Pupils will learn that sometimes it is not easy but we must always try our best -try a challenge that they may not be able to do the first time, but with perseverance and courage they WILL succeed - learn to turn the Phrase I can't do it into I can't so it YET! 	<ul style="list-style-type: none"> -learn about healthy me (body, teeth) and how I'm growing -find out about physical health and mental well-being – healthy eating, healthy living. -learn about how they are growing and changing – naming body parts -learn how to look after themselves and stay safe (both in the sun and when at the seaside) e.g.sun cream -discuss how to be safe when away from home, 	<ul style="list-style-type: none"> -continue learning about changing me – stranger awareness, sun and sea safety and water safety on Holiday. -discuss growing up and transition to Reception/year 1 – what this means to me. -share and discuss worries and concern of the new class.



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	food and exercise choices and its importance				e.g. on a train or on holiday by a pool	
Year B theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B overview	Fabulous friends Why we are all superheroes' How to 'School' Why do we have rules?	Yes I can! Firework safety Playing nicely	Its good to share Protecting ourselves and our special world	Look what I can do Oral Hygiene	Changing me Growing and changing Sun and sea safety	How to be safe when away from home Transition to year 1
Pupils will have the opportunity to:						
Year B details	<ul style="list-style-type: none"> -learn about class/school rules – why we have them? -create class rules together and display -discuss how to play nicely and what to do when things go wrong -find out about real life superheroes e.g. police officers or nurses. -discuss whether any family members have superhero jobs? -discuss the special qualities each of them 	<ul style="list-style-type: none"> -talk about the fact we can all do anything that we want to. -work together to write down a set of rules about how to look after the toys in the setting. -discuss how many children should play with the toys in the setting at a given time. -during a circle time, ask the children how 	<ul style="list-style-type: none"> -provide the children with a list of jobs to keep the classroom clean, like chores in a house. Children to take responsibility over the chores and complete them throughout the term. -learn about about 'stranger danger'. What should you do if someone you don't know knocks at your door? 	<ul style="list-style-type: none"> - discuss the emotions of worry and bravery. Using stories and real-life examples. -to work together to build a nest for a chick who is lonely, scared and cold. -talk about how spring is a sign of nature waking up after a long winter's sleep. Talk about how sleep is important for all 	<ul style="list-style-type: none"> -to build constructive and respectful relationships by playing together with small world jungle animals. -use the stories eg Ronald the Rhino to start a conversation about what makes a valuable individual. - reflect and self-evaluate their activities and activities of others 	<ul style="list-style-type: none"> -discuss how to be safe when away from home, e.g. on a train or on holiday by a pool -continue learning about changing me – stranger awareness, sun and sea safety and water safety on Holiday. -discuss growing up and transition to Reception/year 1 – what this means to me. -share and discuss worries



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	<p>has, discuss that these are real superpowers e.g. braveness, kindness etc.</p> <p>-discuss being brave with the children, relate to superheroes being brave when they might feel a bit worried or scared. Pupil to think of a time when they were brave?</p> <p>-learn about healthy foods (superfoods) and exercise choices and its importance</p>	<p>they might feel if a friend broke or lost their favourite toy by accident. What would they do? Ask them what they would say to a friend in this situation.</p>	<p>-learn about people who may not have homes. Can the children recognise how they live and how they keep safe and warm? Use this to encourage children to think about the difference between 'needs' and 'wants.</p> <p>-learn about pollution and caring for our special home-the world-pupils to learn about Recycling and caring for the environment</p>	<p>of us. Share a typical morning routine and talk about our own bedtime routines</p> <p>-learn about the Importance of oral hygiene, why and how to clean teeth.</p>	<p>-practise taking turns with others and following rules by playing a card game, such as 'Snap!' using jungle animal picture cards.</p> <p>-understand the belonging to a community – our school, our village, Shropshire, important people in the community</p>	<p>and concern of the new class</p> <p>-talk about road safety. Encourage children to talk about how to keep themselves safe around roads and vehicles.</p>
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