



PSHE/RSHE IN EYFS In EYFS, PSHE/RSHE forms part of Personal, Social & Emotional Development ELG: Self-Regulation, Managing Self and Building Relationships. Children use the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Development Matters	Early Learning Goal – End of Reception	What does this look like in Early Years?	By the end of Reception, I can....
<p>Personal, Social & 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. <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <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. 	<p>PSED: 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. • 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. <p>PSED: 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>PSED: 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. 	<ul style="list-style-type: none"> • Circle times, listening games, talk partners, joining in with songs and actions. • Demonstrating good classroom and playground behaviour. • Good listening and turn taking. • Discussions around families, friends and celebrations. • Sharing stories and daily talk, including what has happened, how can we resolve it, what does it mean for us? • Class rules, routines and boundaries. • Being a good friend, taking turns, sharing, working as a team. <p>PSED through our topics.</p> <ul style="list-style-type: none"> • Sharing ideas and listening to others. • Working together. • Giving and receiving compliments. • Turn taking. 	<ul style="list-style-type: none"> • Express how I feel. • Say when I am feeling happy, sad or angry. • Say when people are feeling unhappy. • Talk to familiar adults. • Listen and respond to others. • Be a good friend. • Follow instructions. • Take turns and share. • Know the difference between right and wrong choices. • Understand there are consequences for my actions. • Say why we have rules. • Get dressed and use the toilet independently. • Talk about foods that are healthy or unhealthy. • Brush my teeth correctly.

Vocabulary: Emotions and feelings, happy, sad, angry, upset, hurt, jealous, worried, scared, relaxed, calm, rules, behaviour, consequences, listen, share, friends, take turns, healthy, unhealthy.

