

## Learning in EYFS: What PSHE Subject Leaders Need to Know

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 Three and Four- Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

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

PSHE		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
Fl Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <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', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• 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 their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</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> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

ELG  End of F2 expectation	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul>
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>

Progression in PSHE- Abbey Gates EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FI PSED	<p>Children will separate from main carer to come into school.</p> <p>Children will play alone and alongside others.</p> <p>Children will help at tidy away time.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet/messy activities.</p> <p>Children will know to drink water and milk to be healthy.</p>	<p>Children will know what adults can help them at school.</p> <p>Children will play with other children.</p> <p>Most children will use the toilet independently and know to wash their hands.</p> <p>Children know the effects of exercise on their body.</p> <p>Children will use simple words to express their emotions.</p> <p>Children will notice and talk about differences between themselves and others.</p> <p>Children know about recycling.</p> <p>Children will take on daily roles or tasks e.g. milk monitor</p>	<p>Children will become confident to speak in a small group.</p> <p>Children will share resources and play in a group.</p> <p>Children use the toilet independently and wash hands.</p> <p>Children will know examples of healthy food.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Children make decisions about their self-chosen play and seek out adults to help them achieve a goal.</p> <p>Children will know that other children have different likes and feelings.</p> <p>Children proactively recycle their rubbish.</p>	<p>Children will show confidence when trying new activities.</p> <p>Children will take turns whilst playing and waiting patiently to have a go.</p> <p>Children will explain the rules in school and know how to follow them.</p> <p>Children will talk about the similarities and differences between themselves and others.</p> <p>Children will talk about their feelings and suggest resolutions to problems.</p> <p>Children will know how someone else is feeling.</p> <p>Children will know how to save energy in school.</p>	<p>Children will show confidence in new situations with unfamiliar adults.</p> <p>Children will listen to suggestions from others in play.</p> <p>Children can talk about how others are feeling and know how they can help.</p> <p>Children will know how to "Take 5" when they feel upset or angry.</p> <p>Children will name some ways to be healthy including exercise and food choice.</p> <p>Children will be responsible for caring for a plant or animal.</p>	<p>Children will show confidence when speaking in larger groups.</p> <p>Children will know how to resolve conflict with others in play situations and show more impulse control.</p> <p>Children will adapt their behaviour to new situations and talk about the expectations in different events and situations.</p> <p>Children will follow the school rules without adult reminders.</p> <p>Children explain how to be healthy and independently make healthy lifestyle choices.</p> <p>Children will talk about how we look after our environment.</p> <p>Children will regularly visit and develop the edible garden.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">F2 PSED</p>	<p>Children will see themselves as unique and as a valuable individual by sharing their hobbies and interests.</p> <p>Children will follow class rules.</p> <p>Children will listen to each other.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Children will know how regular teeth brushing is important for their health.</p> <p>Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p>Children will know how to identify and express their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Children will know how regular exercise is important for their health.</p>	<p>Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>Children will know the school rules - aim high, be kind.</p> <p>Children will know how to deal with anger and explain this to others.</p> <p>Children will build constructive and respectful relationships.</p>	<p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will know how to treat others in our class using the statement 'be kind'.</p> <p>Children will identify and moderate their own feelings.</p> <p>Children will describe their emotions and understand the feelings of others.</p> <p>Children will know and talk about the different factors that support their overall health and wellbeing - sensible amounts of screen time.</p>	<p>Children will know the effects of their behaviour on others.</p> <p>Children will know how to stay calm.</p> <p>Children will understand the feelings of others and regulate behaviour accordingly.</p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p>Children will explain the reasons for the rules.</p> <p>Children will know and talk about the different factors that support their overall health and wellbeing - physical activity, healthy eating and sleep routine.</p>	<p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Children will show resilience and perseverance in the face of challenge.</p> <p>Children will think about the perspectives of others.</p> <p>Children will reflect on their work.</p> <p>Children will talk about how they resolved a problem.</p> <p>Children will manage their own basic hygiene.</p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Children will think about the feelings of others.</p>	<p>Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Children will follow instructions involving several ideas.</p> <p>Children will respond when engaged in an activity.</p> <p>Children will 'be kind' to our planet.</p> <p>Children will be confident to try new activities and show independence.</p>
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