



## PSHE in EYFS

In the Foundation Stage children will be taught PSHE through the Prime Area, **Personal, Social and Emotional Development**. There are 3 aspects, **Self-Regulation, Managing Self** and **Building Relationships**. Rules based on 'the Waverton Way' are taught to children, along with the school's behaviour policy. Teachers use emotional coaching to develop children's personal, social and emotional skills, good behaviour is modelled and praise and encouragement given. The intervention 'Zones of Regulation' is used to teach feelings and appropriate strategies. Children have a 'Regulation Station' in class which is a safe place to go to if they become overwhelmed and need to calm down.

Below are the Development Matters statements for the Prime Area **Personal, Social and Emotional Development** it is made up of 3 aspects, **Self-Regulation, Managing Self** and **Building Relationships**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their personal, social and emotional skills.

### 3-4 Years

- 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.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

### Reception

- 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.
- Manage their own needs.



### Early Learning Goal - Self Regulation

- 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.

### Early Learning Goal – Managing Self

- 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.

### Early Learning Goal – Building Relationships

- 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.



<b>EYFS PSHE</b>	
<p><b>Autumn 1</b> Only One you / I wanna be like you... Text : Only One You Linda Kranz Elmer Davis McKee Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Waverton Way Rules</li> <li>• Class rules</li> <li>• Introduce daily visual timetable</li> <li>• Zones of Regulation</li> <li>• Regulation Station</li> <li>• Plan it, Do it, Review it board</li> <li>• Snack routine</li> <li>• Looking after yourself, going to the toilet, getting a drink</li> <li>• Changing for PE</li> </ul>	<p><b>Autumn 2</b> What do we Celebrate? Text : Celebrations and Special Days Ellen Lawrence Family Festivals Jean Coppendale Kipper’s Birthday Mick Inkpen Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Continues zone of regulation- feelings: happy, sad, angry</li> <li>• Use social stories to teach strategies for anger</li> <li>• Teach rule ‘Be Safe’, include internet safety</li> <li>• Talk about screen time</li> <li>• Unique-Same but Different</li> <li>• Family Customs, discuss what is the same / different about what we celebrate</li> </ul>
<p><b>Spring 1</b> Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Recap feelings, introduce worried</li> <li>• Think about the feelings of others</li> <li>• Use social stories to teach strategies for anxiety</li> <li>• Teach rule ‘Be respectful’ What is fair?</li> <li>• Brushing Teeth</li> </ul>	<p><b>Spring 2</b> Superheroes Text : Super Daisy Kes Gray &amp; Nick Sharratt Supertato Sue Hendra Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Being healthy, What we need to be healthy superheroes - Exercise/good diet</li> <li>• Keeping safe in the classroom- we keep our hands and feet to ourselves!</li> <li>• Sharing is caring</li> <li>• Talk about the importance of sleep</li> <li>• Taking turns</li> </ul>
<p><b>Summer 1</b> Castles, Dragons and Knights Text: Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin You can’t scare a Princess Gillian Rogerson &amp; Sarah McIntyre Prince of Pants Alan MacDonald &amp; Sarah McIntyre Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Talking about growth and change- grow a bean, cress, sunflower, life cycle of a plant</li> <li>• Describe good behaviour- talk about Jack and the Beanstalk</li> <li>• Sort healthy/ unhealthy shopping</li> <li>• Control impulses,</li> <li>• Know the difference between right and wrong</li> </ul>	<p><b>Summer 2</b> Out and About Text: Superworm Julia Donaldson &amp; Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae &amp; David Wojtowycz Guided Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Taking care of our environment</li> <li>• Talking about change, transition to Year 1</li> <li>• Start to build a relationship with new teacher</li> <li>• Talk about what you are good at and how you can improve</li> <li>• Think about how we can look after each other and understand others’ needs</li> </ul>



This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

Autumn 1	Autumn 2
<p>3-4 Years</p> <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>Do not always need an adult to remind them of a rule.</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>Begin to understand how others might be feeling.</li> </ul> <p>Reception</p> <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.</li> </ul>	<p>3-4Years</p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p>Begin to understand how others might be feeling.</p> <p>Reception</p> <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>
Spring 1	Spring 2
<p>ELG</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others</li> </ul> <p>Managing Self</p> <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> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>Building Relationships</p> <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> </ul>
Summer 1	Summer 2
<p>ELG</p> <p>Self-Regulation</p>	<p>ELG</p> <p>Self-Regulation</p>



**Waverton Primary School**  
Learning Together – Achieving Together

- 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.

**Managing Self**

- 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.

**Building Relationships**

- 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.

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