

Learning Journey: PHSE

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

PHSE

How does PHSE in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including PHSE.

EYFS: Personal, Social & Emotional Development (Statutory)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children,

they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early learning Goals (statutory): Personal, Social & Emotional

Children at the expected level of development will:

- ✓ 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 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
- ✓ 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

PHSE

The EYFS Experience

Health & Well-being	Self and Relationships	Keeping Safe	The World Around Us
<p><i>Hygiene</i> Oral health and importance of handwashing</p> <p><i>Going for goals</i> Learning a new skill, setting a goal to achieve. Learn how to negotiate with others using words. Reflect on how characters may be feeling in stories and link this to how friends might be feeling.</p> <p>Reflecting on their development; 'Now I can...'</p>	<p><i>New beginnings including feelings and making relationships</i> Forming relationships with new adults and children. Begin to learn how to wait for a turn and share resources</p> <p><i>All about me</i> Good to be me – feelings Explore vocabulary of emotions and feelings.</p> <p><i>Relationships</i> Learn how to take turns when playing a simple game. Explore vocabulary of emotions and feelings</p>	<p><i>Equipment</i> Correct and safe way of using equipment, e.g. early scissor skills, sewing and threading.</p> <p><i>Emergency Services</i> Recognise important people who keep us safe – real life superheroes!</p> <p><i>Internet Safety</i> Searching for information, QR codes, safe communication, sensible screen time</p>	<p><i>Learning environment</i> Learn how to use each area of the classroom choosing own learning.</p> <p><i>The wider environment</i> Taking care of animals and plants Observation, sorting autumnal leaves and fruits, exploring using the senses. Exploring change in the world around us, such as ice melting in the winter, seasons.</p> <p><i>Explore British culture and traditions</i> e.g. St Georges' Day, St David's Day, Bonfire night</p>

<p><i>Lifecycles growing & changing</i> Looking after living things</p>	<p><i>Getting on and falling out</i> Learn how to take turns when playing a simple game. Explore vocabulary of emotions and feelings Friendships and kind hands.</p> <p><i>Similarities and difference</i> Learn how to negotiate with others using words Reflect on how characters may be feeling in stories and link this to how friends might be feeling. Learning about difference and how we are all unique</p> <p><i>Personal History</i> Learn about their own personal history and how they have grown and changed</p> <p><i>Transitions</i> Managing and preparing for change</p>		<p>Learning about being part of a community</p> <p><i>Learning about difference</i> Developing positive attitudes Learning about being part of a community</p> <p><i>Exploring other cultures</i> Chinese New Year Study of other cultures Celebrations around the world</p>
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**Development Matters (non-statutory guidance)
Great ideas for school and home**

- ✓ Identify and moderate their own feelings socially and emotionally.
- ✓ Manage their own needs: - personal hygiene, putting on their own coat/hat etc
- ✓ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian See themselves as a valuable individual.
- ✓ Show resilience and perseverance in the face of challenge.
- ✓ Build constructive and respectful relationships.
- ✓ Express their feelings and consider the feelings of others.
- ✓ Think about the perspectives of others.

Assessment: are we ready for the next step in our learning journey?

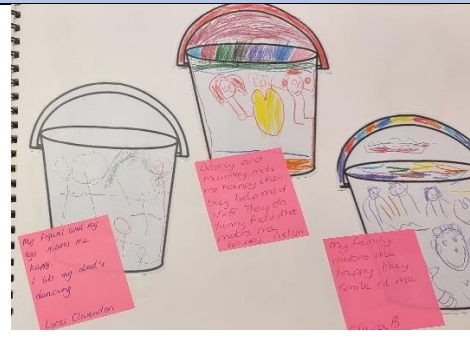
- ✓ Can children regulate behaviour and show an awareness of the feelings of others?

- ✓ Can children follow rules and understand their importance?
- ✓ Can children manage their own hygiene, including washing hands after the toilet?
- ✓ Can children play cooperatively and kindly, including taking turns?
- ✓ Can children explain the difference between right and wrong in context?
- ✓ Do children show an awareness of danger and know how to keep themselves safe?
- ✓ Can children explain how they are feeling and why?

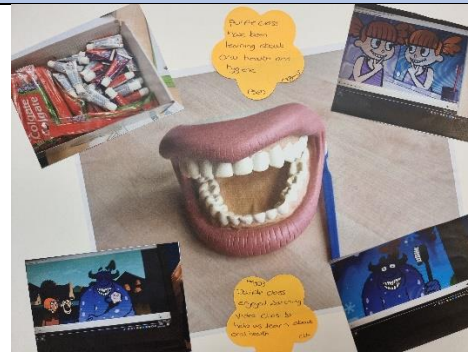
Vocabulary

Emotions, positive sense of self, goals, kind, confidence, feelings, relationships, oral health, hygiene, turn taking, skill, changes, sharing, friendship

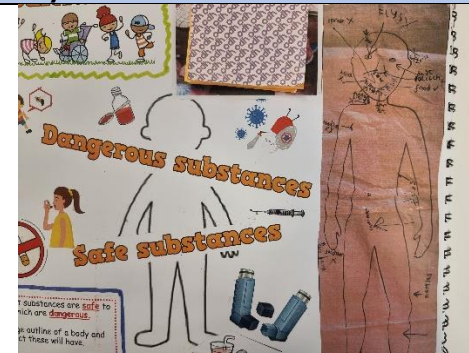
Gallery



Nursery



Reception



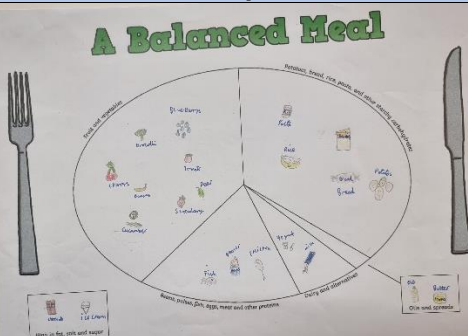
Year 1



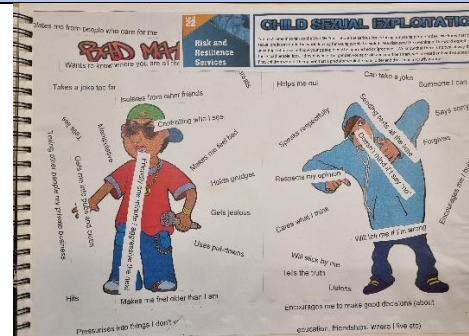
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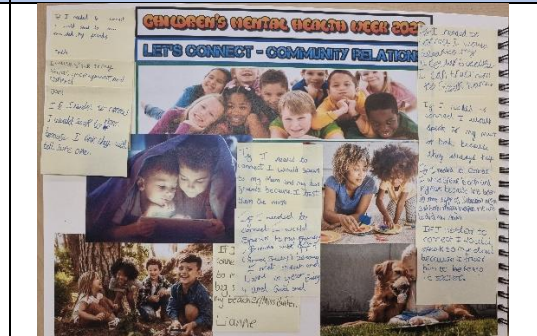
Year 3



Year 4



Year 5



Year 6