PSHE

Early Years Foundation Stage

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas are fundamental, work together, and move through to support development in all other areas. They include:
Personal, Social and Emotional Development
Communication and Language
Physical Development

Personal, social and emotional development - this area comprises of 3 aspects:
Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Personal, Social and Emotional Development

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Curriculum 2014 - *PSHE*

Purpose of study

Pesronal, Social and Emotional Development

Aims
We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the infant leadership team. We teach the children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 (Every Child Matters) – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing'.

Our objectives in the teaching of PSHE and citizenship are for all our children:
- To know and understand what it means by healthy lifestyle;
- To be aware of safety issues;

- To understand what makes for good relationships with others;
- To have respect for others;
- To be thoughtful and responsible members of their community and their school;
- To become active members of our democratic society;
- To develop self-confidence and self-esteem;
- To make informed choices regarding personal and social issues;
- To develop good relationships with other members of the community.

PSHE – years 1 and 2

RE - Statutory requirements

PSED – Steps

Making relationships

Birth -11 months	Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movement, e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.
8-20 months	Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or pay more attention when children talk to them.
16-26 months	Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
22-36 months	Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.
30-50 months	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
40-60+ months ***ELG**	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding compromise. **Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.**

Managing feelings and behaviour

Birth -11 months	Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling in to trusted adults. Calms from being upset when held, rocked, spoken or sung to with soothing voice. Shows a range of emotions such as pleasure, fear and excitement. Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
8-20 months	Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object Cooperates with caregiving experiences e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries.
16-26 months	Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are shared, and some things belong to other people.
22-36 months	Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30-50 months	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40-60+ months ***ELG**	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. **Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes in routine in their stride.**

Self-confidence and self-awareness

Birth -11 months	Laughs and gurgles e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.
8-20 months	Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach.
16-26 months	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult.
22-36 months	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.
30-50 months	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.
40-60+ months ***ELG**	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. **Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.**

	Year 1	Year 2
Autumn 1	**Myself and my relationships 4 – beginning and belonging (NB)** What can I do to help make the school and classroom a safer place? How can I get to know other children in my class? How do I feel when I am doing something new? How can I make feel someone feel welcome? How can I help other people to feel better? What do I know about how to solve problems?	**Citizenship 5 - Rights, Rules and Responsibilities (NB)** How do rules make me feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class?
Autumn 2	**Myself and my relationships 5 – me and my emotions (GTBM)** Can I have some different feelings? Do I know what makes me feel happy, sad, cross, etc? How do my feelings and my actions affect others? How do I manage some of my emotions? What helps me to feel relaxed? How can I control my behaviour? Who do I share my feelings with? How can I stand up for myself?	**Myself and my relationships 7 - Anti-bullying (SNTB)** Can I recognise behaviour that is bullying? Do I understand some of the reasons why bullying happens?• How does bullying make people feel? Do I know what to do if I am being bullied? Do I know what to do if I witness someone being bullied? How does my school help positive and safe relationships? Where might bullying happen in my school? **Myself and my relationships 6 - Family and Friends (GOFO)** Can I describe what a friend is and does? How do I make new friends? How do I keep friends? How can I make up with my friends when things go wrong? Who is in my family, and how do we care for each other? Who are my special people and what makes them special to me? How am I similar to and different from other people? Who do I get support from when I need it?
Spring 1	**Healthy and safer lifestyles 4 – managing risk** What are risky situations and how can I keep myself safe? How do I feel in risky situations? What is my name, address, phone number and when to I need to give them? What is an emergency and who helps? How can I help in an emergency? **Healthy and safer lifestyles 7 – healthy lifestyles** How can I stay healthy? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active? What do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?	**Healthy and safer lifestyles 9 - Personal Safety** Can I describe my home and neighbourhood? Who are the people who help keep me safer? Who could I talk to if I felt unsafe or unsure? Do I understand what good and bad secrets might be? What can I do if someone tries to persuade me? Can I recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings? How can I get the attention of an adult if I need to?
Spring 2	**Citizenship 4 – diversity and communities** What are some of the similarities and differences between me and others? What do I understand about my culture and beliefs and those of other	**Healthy and safer lifestyles 8 - Drug Education** What happens when things enter the body? What are medicines and why do some people use them? What do I understand about the roles of doctors, nurses and hospitals?

	people? Who are the people who help me and what do they do? What does 'my community' mean and what do people do there? How do we care for animals and plants? How can I help look after the school environment? **Myself and my relationships 6 – family and friends (GOFD)** Can I describe what a friend is and does? How do I make new friends? Can I describe what a friend is and does? How do I make new friends? How do I keep friends? How can I make up with my friends when things go wrong? Who is in my family, and how do we care for each other? Who are my special people and what makes them special to me? How am I similar to and different from other people? Who do I get support from when I need it?	What can I do if I feel poorly? What are the potentially risky substances at home and at school? How can I keep safe from harm if I come across risky substances? What is it like to be persuaded?
Summer 1	**Citizenship 3 - Working Together (GFG)** What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?	**Economic wellbeing 1 - Financial Capability** Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?
Summer 2	**Healthy and safer lifestyles 5 - Safety Contexts** Where are the safer places I can play? What are the risks for me in using the roads, and how can I stay safe? What are the risks for me in the sun and how can I stay safe? What are the risks for me near water and how can I stay safe? What are the risks for me if I am lost and how can I stay safe? What are the best ways to keep safe from accidents?	**Myself and my relationships 8 - Managing Change (R, C)** How am I changing as I grow up? How are my achievements, skills and responsibilities changing? How can I change my behaviour when something goes wrong? How do I cope when friendships change? How do I feel and how do I cope when I lose something special to me? What helps me to feel better when I am hurt? When can I make choices about changes? **Healthy and safer lifestyles 10 - Healthy Lifestyles** How can I stay healthy? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active? What foods do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?

Brewster Avenue School