

# PSHE IN EYFS

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- **Self Regulation:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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:

- **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.

- **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.



# AUTUMN TERM

- PSHE is cemented into everything that EYFS do - it is one of the prime areas and features heavily in their daily practise.
- As the children settle into school life, they have been learning about settling in and developing positive relationships. They have thought about special relationships, kindness and friendships within their classes.
- Alongside this, they have looked at safety and handwashing and discussed how to protect themselves and each other from germs. This involved role play and writing a sentence about what they should do to keep safe.



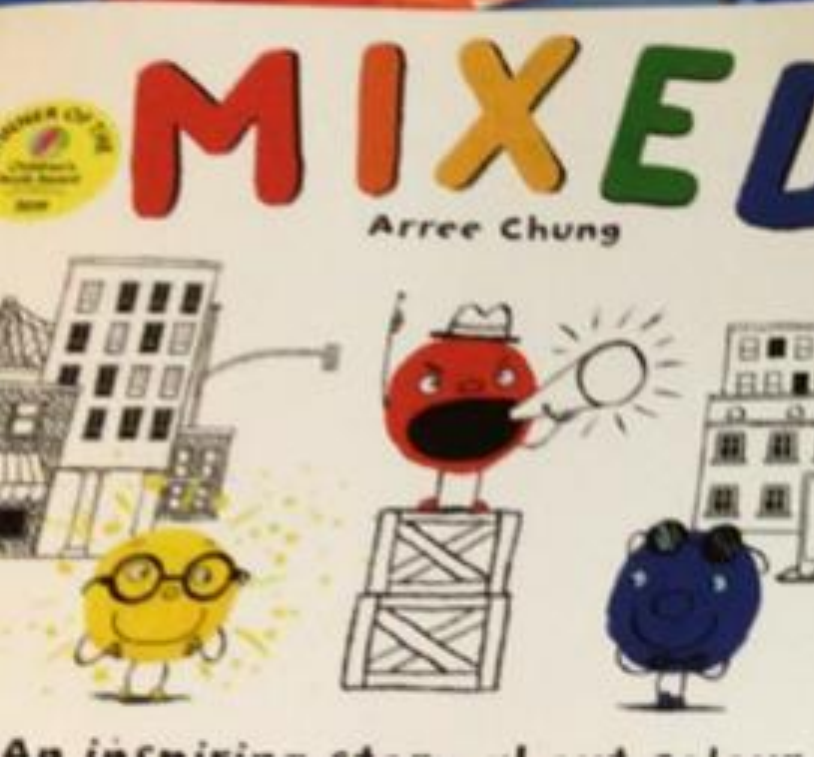


# SPRING TERM

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- We constantly explore PSHE issues that arise within the classroom setting. Regular themes include:
  - **understanding emotions – recognising them and dealing with different emotions positively with our toolkit.**
  - We share the BBC videos of Ben and Bregha to help us to learn more about what emotions are and how to recognise them. We use this to start our discussions and share our own experiences in a circle time.
  - **celebrating diversity – what makes us unique and special.**

We used art and one of our favourite stories to discuss and celebrate diversity: We made characters from the story and wrote speech bubbles to celebrate what made our characters unique and beautiful: e.g. some children said 'he has one leg, she can't see, she's different colours to the other characters.'





# SUMMER TERM

- When Captain Tom died, we held a memories service for him. We were inspired by his story book, '100 steps,' which one of our class members had brought in to share with us.
- **showing determination to succeed.**
- We have been enjoying the Mojo Dojo videos linked to growth mindset: These have helped us to explore, growing our brain as a muscle, the power of mistakes, the power of yet, the magic of neurons.

