

PSHE Curriculum Map (EYFS)

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, 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.

Coverage of the PSHE curriculum at HCFS

In Reception, the Early Years Foundation Stage Framework is followed. The ‘PSHE’ aspect of the curriculum is followed mainly through the area 'Personal, Social and Emotional Development' but also 'Communication and Language' and 'Understanding the World'. At HCFS, this is taught across a variety of the subjects in our curriculum such as, Literacy and Thrive, though mainly within our Project learning.

End of nursery Observational Checkpoint:

Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in role-play with different characters such as the Gruffalo? Can children negotiate solutions to conflicts in their play?

AUTUMN	Project: All About Me The “All About Me” project is a fundamental theme in early year’s education. It offers young children a valuable opportunity to explore their identities, understand their emotions, and build self-awareness. This project helps children develop a sense of self-worth and belonging while fostering essential communication and social skills. Within this project, the children are asked to hold discussions about their families and use descriptive vocabulary when describing them. Children have the opportunity to draw family portraits as well as self-portraits. A range of story books are explored within this project such as, ‘What I Like About Me’.	
	Health and Wellbeing:	• Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basis hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	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. • Make sense of their own life-story and family history. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally.
	Living in the Wider World:	• • Be confident to try new activities, show independence, resilience, and perseverance in the face of challenge. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries including talking with others. • Develop appropriate ways of being assertive. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Name and describe people who are familiar to them.

SPRING	Project: Superheroes The ‘Superheroes’ project is a vital learning point for children in the Early Years. It supports an understanding that there are so many people who help us in our everyday lives. Some help us with day to day and others when it’s an emergency. It’s crucial to get children to understand the superheroes that help us in emergency situations and that this is done in a way that makes children feel safe. Within this topic the children explore roles such as firefighters, the police force, librarians, dentists, teachers, doctors, nurses, and more. Children are also given the opportunity to explore healthy living and how the food that we put into our bodies affects the lifestyle that we lead. A range of story books are explored within this project such as, ‘Oliver’s Vegetables’ and the ‘Busy People’ series.	
	Health and Wellbeing:	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian
	Relationships:	• 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. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Work and play cooperatively and take turns with others. • Express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Living in the Wider World:	• Be confident to try new activities, show independence, resilience, and perseverance in the face of challenge. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Show interest in different occupations. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Talk about the lives of people around them and their roles in society.

SUMMER	Project: Circus The ‘Circus’ project supports the development of resilience and perseverance whilst children learn fun and exciting circus skills. Children learn a positive attitude towards challenges and understand rules, as well as ‘right’ and ‘wrong’. Within this project there is a large focus on Health and Wellbeing as children practice their gross-motor skills. Children must also learn to work together and build relationships as they attempt new skills whilst working independently and as a team. A range of books are explored within this project such as, ‘You See a Circus, I see..’ and ‘If I Ran a Circus’.	
	Health and Wellbeing:	• 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.
	Relationships:	• Explain the reasons for rules, know right from wrong and try to behave accordingly. • Work and play cooperatively and take turns with others. • Continue to develop positive attitudes about the differences between people. • See themselves as a valuable individual. • Build constructive and respectful relationships.
	Living in the Wider World:	• 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, show independence, resilience, and perseverance in the face of challenge. • Show interest in different occupations. • Talk about the lives of people around them and their roles in society.