

What PSHE looks like in EYFS

Areas of Study	3-4 year olds	Reception	ELG
	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social settings.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflict and rivalries. For example, accepting that not everyone can be Spider-Man in a game and suggesting other ideas.</p> <p>Increasingly follows rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p> <p>Develop and appropriate way of being assertive.</p> <p>Talks to others to resolve conflict.</p> <p>Talk about their feelings using words like “happy”, “sad,” “angry” and “worried.”</p> <p>Begin to understand how others might be feeling.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.(CL)</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Understand how to listen carefully and why listening is important.(CL)</p> <p>Ask questions to find out more and to check they understand what is being said to them(CL)</p> <p>Articulate their thoughts and ideas in well-formed sentences. (CL)</p> <p>Connect one idea or action to another using a range of connectives.(CL)</p> <p>Develop social phrases(CL)</p> <p>Use new vocabulary in different contexts. (CL)</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show the ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play co-operatively and take turns with others.</p>

	<p>Start a conversation with and adult or a friend and continue for many turns.(CL)</p>		<p>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.(CL) Make comment about what they have heard and ask questions to clarify their understanding.(CL) Hold conversation when engaged in back and forth exchanges with their teacher and peers.(CL) Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. (CL) 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.(CL)</p>
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