

## Learning in EYFS – PSHE

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2's National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in PSHE in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for PSHE.

The most relevant statements for PSHE are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Understanding the World**

Prerequisite learning for PSHE		
Three and four year olds  (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> <li>• Help children to elaborate on how they are feeling</li> <li>• Model language that promotes thinking and challenges children</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> </ul>
	Personal, Social, Emotional Development (All points – some suggestions listed)	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Become more outgoing with unfamiliar people in the safe context of their setting</li> <li>• Understand gradually how others might be feeling</li> <li>• Think about the perspective of others</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Know that there are different countries in the world and talk about the differences they have experiences or seen in photos</li> </ul>
Reception  (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> <li>• Suggestion: ask open questions</li> <li>• Make deliberate mistakes highlighting to children that sometimes you might get it wrong</li> <li>• Encourage children to talk about a problem together and come up with ideas for how to solve it</li> <li>• Model talk routines through the day</li> </ul>
	Personal, Social, Emotional Development (All points – some suggestions listed)	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspective of others</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> </ul>
<p>Early Learning Goals</p> <p>(EYFS Statutory Framework)</p>	<p>Personal, Social and Emotional Development</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the important of healthy food choices;</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs;</li> <li>• Work and play cooperatively with others;</li> <li>• Form positive attachments to their own and to others' needs</li> </ul>
	<p>Understanding the World</p>	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
<p>Greater Depth Statements</p> <p>(ref: Sheringdale)</p>	<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Use 'because and 'then' to sequence why people act in specific ways or feel certain feelings</li> </ul>
	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• Be able to express that they can feel one thing whilst someone else feels another thing</li> </ul>

Skills and Knowledge Progression, EYFS)	Understanding the world.	<ul style="list-style-type: none"><li>• Know there are different things that people believe and these are expressed in different ways</li><li>• Know people with different beliefs have things in common</li></ul>
---	--------------------------	--