PSHE in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their development. At Springvale we aim to build strong, warm and supportive relationships with adults in school, to enable them to learn how to **understand their own feelings and those of others**. Using One Decision our curriculum is planned to help children **manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through the planned activities, adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and also to manage personal needs independently. Through supported interaction with other children, they will also learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a foundation from which **children can achieve at school and in later life. Our ethos in action, PLAY LEARN ACHIEVE TOGTHER.**

SPRINGVALE PRIMARY SCHOOL EYFS LONG TERM CURRICULUM PLAN - CYCLE A

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| CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| TOPIC  \*Themes are to be flexible to give freedom to follow children’s interests. | ALL ABOUT ME | TRADITIONAL  STORIES & SPECIAL TIMES | CHANGE | PEOPLE WHO HELP US | LIFE-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! | |
| TOPIC **LED** BY | PSHE  Understanding the World (Past & Present) | Literacy  Understanding the World (People, Culture & Communities) | Understanding the World (The Natural World) | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | Understanding the World (People, Culture and Communities) | |
| CORE TEXT | **Michael Rosen**  **We’re Going on a Bear Hunt** | **Julia Donaldson**  **Room on the Broom** | **Jill Murphy**  **Peace at Last** | **Martin Wadell**  **Farmer Duck** | **Julia Donaldson**  **Monkey Puzzle** | **Jill Murphy**  **Whatever Next** | |
| **SKILLS PROGRESSION**  **Self-Regulation FS1** | Selects and uses activities and resources, with help if needed  Is developing his/her sense of responsibility and membership of the community  Helps find solutions to conflicts/rivalries  Increasingly follows rules and knows why they are important  Does not always need an adult to remind them of the rules  Is developing appropriate ways of being assertive  Talks with others to resolve conflicts  Talks about his/her feelings | | | Vocabulary  Myself, Feelings, being gentle, Rights, Responsibilities, Talents, Families, Home, Friends, standing up for myself, Challenges, Perseverance, Jobs, Help, Money, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, respecting my body, Fun, Fears, Growth, Emotions, Family life, Friendship, falling out, Being a friend. | | | |
| **Self-Regulation FS2** | Expresses his/her feelings and considers the feelings of others  Is able to identify/moderate his/her own feelings socially and emotionally  Manages his/her own needs | | |
| **SKILLS PROGRESSION**  **Managing Self FS1** | Shows more confidence in social situations | | |
| **Managing Self FS2** | Sees him/herself as a valuable individual  Shows resilience and perseverance | | |  | | |
| **SKILLS PROGRESSION**  **Building Relationships FS1** | Is becoming more outgoing with unfamiliar people, in the context of the setting  Plays with others, extending and elaborating play ideas  Is beginning to understand how others are feeling? | | |
| **Building Relationships FS2** | Builds constructive and respectful relationships  Thinks about the perspectives of others | | |

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| **Core Experiences**  **&**  **One Decision** | **Autumn 1**  **All About Me**  One Decision Topics  **Relationships**  **(New staters, green for Macmillan)**  Managing friendships and social interactions  Being aware of own needs and having empathy for and understanding of others  **Being Responsible**  Understand that sometimes we have to do things that we don’t like doing  Developing a sense of responsibility | **Autumn 2**  **Traditional Stories & Special Times**  One Decision Topics  **Change & Transitions**  (Christmas play, cinema visit)  Managing new experiences  Taking on new challenges  Building confidence  **Feelings & Emotions**  (Christmas Party)  Understanding emotions  Develop strategies for managing feelings  **Relationships**  Being aware of own needs and having empathy for and understanding of others | **Spring 1**  **Change**  One Decision Topics  **Relationships**  **(New starters)**  Managing friendships and social interactions  Being aware of own needs and having empathy for and understanding of others  **Being Responsible**  Understand that sometimes we have to do things that we don’t like doing  Developing a sense of responsibility | **Spring 2**  **People Who Help Us**  One Decision Topics  **Our World**  (Visit Springvale Community Garden, Red Nose Day)  Understand similarities & differences  Identify people who help us in our local community  Respecting the local environment  **Change & Transitions**  (FS1 trip)  Managing new experiences  Building confidence | **Summer 1**  **Life-Cycles**  One Decision Topics  **Keeping/Staying Safe**  Identifying risks to keeping ourselves and others safe  Understand that rules help to keep ourselves and others safe  **Computer and Online Safety**  Understand the risks and how to stay safe when using technology | **Summer 2**  One Decision Topics  **Change & Transitions**  (transition, FS2 trip)  Managing new experiences  Taking on new challenges  Building confidence  **Feelings & Emotions**  (Sports Day)  Understanding emotions  Develop strategies for managing feelings  Understand its ok to ask for help  Dress bright for Cystic Fibrosis |

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