



PSHE in Early Years is taught through Personal, Social and Emotional Development but is also in all aspects of the curriculum and allows for daily practise. There are also weekly overviews of circle time discussions that have a PSHE focus.

Home learning projects:

What can you do independently? Be increasingly independent as they get dressed and undressed Be increasingly independent in meeting their own care needs	How do you feel? Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried'	Who is your friend? Play with one or more other children, extending and elaborating play ideas Show more confidence in new social situations Continue developing positive attitudes about the differences between people	Create a proud star Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried' Understand gradually how others might be feeling Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried'
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Continuous provision:

Personal, Social and Emotional Development (PSED)

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 CP allows children to make their own choices of what to play with and how.

Develop their sense of responsibility and membership of a community Sharing, turn-taking with resources

Becoming more outgoing with unfamiliar people, in the safe context of their setting P.E, visitors,

Show more confidence in new social situations Role-play area with support to encourage children's confidence. Support children with their confidence in social situations at Nursery

Play with one or more other children, extending and elaborating play ideas Sharing, turn-taking

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Role-play, sharing, turn-taking



Increasingly follow rules, understanding why they are important Class rules/routines displayed and discussed with children
 Remember rules without needing an adult to remind them Class rules/routines displayed and discussed with children
 Develop appropriate ways of being assertive CP allows children to build relationships and be more independent dealing with conflicts.
 Adult support to make appropriate assertive decisions
 Talk with others to solve conflicts CP allows children to build relationships and be more independent dealing with conflicts. Adult support to appropriately deal with conflicts
 Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried' Conflict resolution/discipline is dealt with via emotional discussions
 Understand gradually how others might be feeling Conflict resolution/discipline is dealt with via emotional discussions
 Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Children are actively encouraged to tend to own care needs - support with toileting/washing hands.
 Make healthy choices about food, drink, activity and tooth brushing. Kitchen role-play with discussions of food/healthy choices.

Physical Development
 Be increasingly independent as they get dressed and undressed Role-play with costumes encourage independence

Understanding the world - People, Culture and Communities
 Show interest in different occupations Changing role-play to reflect occupations. Access to small world
 Continue developing positive attitudes about the differences between people

EYFS 3-4 year old objectives PS ED PD UTW - PCC					
	EYFS objectives	Topic / question	Knowledge	LO	Vocabulary
PSHE	Continue developing positive attitudes about the differences between people Develop their sense of responsibility and membership of a community	All about me	To talk about features of myself and my friends	I can recognise and talk about features of myself and my friends.	Self-portrait, face, skin colour, eye colour, likes, dislikes, religion, country



	Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them	Bonfire Night	Know traditions of Bonfire Night and how to keep safe	I can talk about how to keep safe at Bonfire Night	fireworks, safety, sparklers, event, gloves, bonfire, adults
	Develop their sense of responsibility and membership of a community Continue developing positive attitudes about the differences between people	Diwali	I can talk about different traditions and celebrations around the world	Class discussion & Class Book	Diwali, light, festival, religion, hindu, sikh, celebrate, fireworks, party, friends, family



	Continue developing positive attitudes about the differences between people Develop their sense of responsibility and membership of a community	Harvest	Know about harvest and how this means to distribute food to people who need it. Know about charity and how we help others who are less fortunate.	Talk about Harvest Festivals and how the children can help people in their local community by arranging a collection of food items.	Help, charity, donate, food, harvest
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	Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried'	The Gingerbread man	Know about and identify different feelings and why they might be feeling this way	Place some gingerbread people cut-outs in a bag. Some will have happy faces and some will have sad faces. Pass the bag around and ask the children to take a gingerbread person and recognise whether they are happy or sad. Can they talk about a time when they feel happy or sad?	Gingerbread man, feelings, happy, sad, scared, angry, worried, why?
	Develop their sense of responsibility and membership of a community Continue developing positive attitudes about the differences between people	Christmas	Know what foods to eat for a traditional Christmas meal Talk about foods they prefer and give reasons and explanations why	Class Discussion about traditions	Christmas, meal, lunch, dinner, traditional, turkey, sprouts, gravy, roast potatoes, parsnips, cranberry sauce, stuffing, pigs in blankets, parsnips



Show interest in different occupations Develop their sense of responsibility and membership of a community	People who help us	Name people who help us and explain how they help us Name equipment and clothing Nurses, Doctors, builders, police, firefighter	I can sort pictures of clothes and equipment which doctors and nurses use compared to police officers. I can identify who would help me. I can put out a fire for firefighter I can build a house	nurse, doctor, uniform, clothes, stethoscope, gloves, dress, medicine, thermometer, plaster, syringe, bandage, first aid kit, dentist, x-ray, chair, teeth, firefighter, builder
Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts	Under the sea	Know that humans can be responsible for having rubbish in the ocean Develop a sense of responsibility	Tuff tray with sea creatures and rubbish-children to remove rubbish and talk about cleaning the environment	Help, work together, sea, save, pollution
Special days link:				
Continue developing positive attitudes about the differences between people	Jeans for Genes PSHE Whole school Day	Know why we wear jeans on this day. know our genes make us unique as they are different Know we have some genes from our parents	Class discussion and Class book I can talk about how we are similar and different to each other.	Jeans, genes, different, poorly, sick, unwell, well, able to walk, unable to walk.



	Develop their sense of responsibility and membership of a community Becoming more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried' Understand gradually how others might be feeling	Anti-bullying week PSHE Whole school	Know what makes a good and bad friend Know how words can hurt people's feelings Describe different emotions Know what to do and who to tell if you are upset	Class discussion and Class book I can talk about why friends are important.	anti bullying, good, bad, kind, helpful, mean, hurtful, horrible, nasty, words, feelings, happy, sad, angry, upset, worried, scared, tummy ache, feeling sick.
	Continue developing positive attitudes about the differences between people	British values St Andrews Day (Scotland)	Know where Scotland is Know that Scotland is part of the UK Know what a saint is.	Class discussion and Class book I can explain why we celebrate St Andrew's day.	thistle, Scotland, Patron Saint, Romania, Greece, Russia, Poland, cross, flag, union, blue and white

		British values St David's Day (Wales)	Know where Wales is Know that Wales is part of the UK. Know what a saint is.	Class discussion and Class book I can explain why we celebrate St David's day.	Daffodil, Wales, Patron Saint, Dragon, Union, Leek, flag, celtic, welsh, Roman Soldier, red, white, green
		British values St Patricks Day (Irish)	Know where Ireland is Know that Ireland is part of the UK. Know what a saint is.	Class discussion and Class book I can explain why we celebrate St Patrick's day.	Clover, unicorn, Patron Saint, flag, union, shamrock, celtic, Christianity, Ireland, slave, green, orange, white,
	UW- Talks about why things happen and how things work.	Safer internet day PSHE Whole school	Know and retell the story Peppa pigs family computer Know we should only use a computer for a short amount of time	Class discussion and Class book I can talk about how to stay safe on the internet.	Google, internet, cyberbullying, apps, gaming, social media, Ipad
	Continue developing positive attitudes about the differences between people Begin to understand the need to respect and care for the natural environment and all living things.	Fairtrade PSHE Whole school	Know where food comes from Know what Fairtrade means	Class discussion and Class book I can talk about where food comes from and why people are paid fair wages.	Africa, farmers, Fairtrade, food, crops, fair, poverty, supermarkets, co-op, pay, money, work



Continue developing positive attitudes about the differences between people	Autism Day PSHE Whole school	Know everyone is different Be involved wearing different / odd socks	Class discussion and Class book I understand why we celebrate Autism day.	social, sensitive, noise, awareness, similar, similarities, different, difference,
Continue developing positive attitudes about the differences between people	British values St Georges Day (English)	Know that they live in England Know where England is Know that England is part of the UK. Know what a saint is.	Class discussion and Class book I can explain why we celebrate St George's day.	dragon, George, Patron Saint, flag, union, shamrock, Christianity, red, white, blue
Circle time link				
Continue developing positive attitudes about the differences between people Develop their sense of responsibility and membership of a community	Who do you live with?	Know and name people they live with Know why mums and dads are important	UW class discussion book I can talk about who lives in my house.	house, home, live, family, mum, dad, brother, sister, sibling
. Develop their sense of responsibility and membership of a community Becoming more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social	What makes a good friend?	Know features of a good friend Describe the emotion and how we feel when we have a good friend	UW class discussion book I can describe what make a good friend.	good friends, friendship, kind, caring, helpful, friendly, nice, share, thoughtful,



	situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried'	What makes a bad friend?	Know features of a bad friend Describe the emotion and how we feel when we have a bad friend	UW class discussion book I can describe what make a bad friend.	bad friends, hurtful, mean, nasty, hit, punch, smack, spit, bite. Unkind, spiteful, horrible,
	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 Develop their sense of responsibility and membership of a community Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.	What do we say when we want and get something?	Know why manners are important	UW class discussion book I can give an example of when I need to say please and thank you.	please, thank you, manners, right, wrong, speak, ask, polite,



Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	What fruits can you name? Which ones do you like to eat? Why?	Know and name different fruits Know some fruits can be the same but different colours (Red or green apples) Name fruits they like to eat and explain why	UW class discussion book I can name fruits and where they grow,	fruit, good, healthy, like, dislike, apple, banana, grapes, raspberry, blackberry, melon, kiwi, strawberry, plum, orange, lime, mango,
	What vegetables can you name? Which ones do you like to eat? Why?	Know and name different vegetables Know some vegetables grow under the ground	UW class discussion book I can name vegetables and where they grow,	vegetable, good, healthy, like, dislike, potato, carrot, peas, broccoli, cauliflower, parsnip, mushrooms, cucumber, tomatoes, onion, garlic, pumpkin, pepper, cabbage, lettuce,
Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	What do you do before bedtime?	Know and explain their bedtime routine Know at night time the stars and moon come into the sky	UW class discussion book I can talk about my bedtime routine.	night, dark, moon, stars, sleep, bed, tired, rest, story, bath, teeth, wash, pyjamas, goodnight, kisses, mum, dad,



Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. . Develop their sense of responsibility and membership of a community Becoming more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy' 'sad' ;angry' or 'worried' Understand gradually how others might be feeling .	What things do you like or enjoy doing and why? What makes you happy?	Know and name things they like Explain what makes them happy Know when people are happy they smile	UW class discussion book I can talk about things I like and explain why.	like, enjoy, prefer, favourite, happy, smile, toys, playing, family, friends, park, swimming, dancing, singing, football,
	What things do you dislike? What makes you feel scared?	Know and name things they dislike Explain what makes them sad or scared Know when people are sad they cry or get upset	UW class discussion book I can name things which make me scared.	dislikes, fears, scared, worried, sad, cry, upset, tears, the dark, spiders, sprouts, bee stings, falling over, medicine
	What makes you happy? Why?	Know and describe the emotion happy Know when people are happy they smile Know things that make them happy	UW class discussion book I can talk about familiar experiences which make me happy.	happy, joyful, smile, ice cream, family, friends, holidays, explain, discuss, describe,



		What makes you sad? Why?	Know and describe the emotion sad Know when people are sad they often cry Know things that make them sad	UW class discussion book I can talk about familiar experiences which make me sad.	sad, upset, tearful, crying, miserable, gloomy, depressed, glum, down, lost a toy, ill, hurt, lost, no friends, told off, explain, discuss, describe,
		What makes you angry? What happens to our face when we are angry?	Know and describe the emotion angry Know what to do when we feel angry	UW class discussion book I can talk about familiar experiences which make me angry.	angry, annoyed. furious, livid, irritated, fuming, mad, count to 5, walk away, deep breaths, quiet time, think, actions, good choice bad choice, red face, shout, hurt, bash, scream, run, someone annoys you, you don't win,
	Continue developing positive attitudes about the differences between people Begin to understand the need to respect and care for the natural environment and all living things.	What do you do with your old clothes and toys?	Know what to do with clothes and toys they don't need anymore Know that some people are less fortunate than them (poor people)	UW class discussion book I can name some items I could give to charity and why.	charity shop, donate, give, help, care, thoughtful, clothes, toys, books. fortunate, rich, poor,