**PHSE in the Early Years Foundation Stage**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Children will be exposed to the PSHE taught to the Year 1 and 2 children but will also complete the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception, to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PHSE are taken from **Personal, Social and Emotional Development**

**Self-Regulation ELG** Children at the expected level of development will:

• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

• 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.

 **Managing Self ELG** Children at the expected level of development will:

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

• Explain the reasons for rules, know right from wrong and try to behave accordingly;

• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

**Building Relationships ELG** Children at the expected level of development will:

• 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.

**PSHE in Years 1 and 2 (also taught with reference to the Early Learning Goals for Reception)**

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A2025/2026 | **Super Toys****Exploring Emotions (2)**R1 – Reconising a range of feelings in ourselves and other people.R1 – Recognising how others show feelings and how to respond.R2 – Recognising that their behaviour can affect others. H1 – Communicating feelings to others.H4 – Developing simple strategies for managing feelings.H4 – Using words to describe a range of feelings. | **Frozen Planet**Blue Penguin by Petr Horácek- Friendship. Who are my friends? How can I be a good friend? **Being Responsible** **(9)**L1 – Identify how they can contribute to the life of the classroom and school.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind. | **If You Go Down to the Woods Today...****Being Healthy (3)**H1 – Exploring what a healthy lifestyle means. H1 - Identify the benefits of a healthy lifestyle.H2 – Identify ways of feeling healthy. H2 – Recognising what they like and dislike.H2 – Recognising that choices can have good and not so good consequences. H3 – Setting simple goals. H6 – Recognising the importance of personal hygiene.H7 – Developing simple skills to help prevent diseases spreading. | **Pre-historic Predators****Relationships** **(11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **The Very Hungry Caterpillar and Friends****Drug Education (1)**H1 – Exploring the importance of physical, mental and emotional health.H2 – Exploring how to make informed choices.H11 – Understanding the role of drugs as medicines.H11 – Identifying alternatives to taking medicines.H11 – Identifying that household products, including medicines, can be harmful if not used properly. H12 – Identifying rules for and ways of keeping safe.H15 – Recognising they have a shard responsibility for keeping themselves and others safe. | **Deep Sea Detectives****Growing Up (5)**H8 – The process of growing from young to old.H9 – Exploring growing and changing and becoming independent.H10 – The correct names for the main parts of the body (including external genitalia),H13 – Identifying people who they can ask for help and think about how they might do that.H15, R3 – Identify ways of keeping safe and knowing that they do not keep secrets.H16 – About privacy in different contexts.H16 – About respecting the needs of ourselves and other people.R8 – Identifying similarities and difference.R10 – What physical content is acceptable.L8 – That everybody is unique. |
| Cycle B2026/2027 | **Down on the Farm**The Little Red Hen- explore themes of helping, working hard & doing our best, sharing & giving **Being Responsible (9)**L1 – Identify how they can contribute to the life of the classroom and school.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.**Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **All About Me**The Gingerbread Man – explore themes of boasting & trust **Exploring Emotions (2)**R1 – Reconising a range of feelings in ourselves and other people.R1 – Recognising how others show feelings and how to respond.R2 – Recognising that their behaviour can affect others. H1 – Communicating feelings to others.H4 – Developing simple strategies for managing feelings.**Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **People Who Help Us**What Lou couldn’t do-  Self-confidence, self-belief **Being Me (7)**L4 – Recognise they belong to different groups and communities such as families and school.L8 – Explore ways in which they are all unique. L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.R7 – Offer constructive report to others.R9 – Identify what makes them special.**Exploring Emotions (2)**R1 – Reconising a range of feelings in ourselves and other people.R1 – Recognising how others show feelings and how to respond.R2 – Recognising that their behaviour can affect others. H1 – Communicating feelings to others.H4 – Developing simple strategies for managing feelings.  | **Paws, Claws and Whiskers**Nothing- Mick Inkpen  Exploring different feelings **Being Me (7)**L4 – Recognise they belong to different groups and communities such as families and school.L8 – Explore ways in which they are all unique. L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.R7 – Offer constructive report to others.R9 – Identify what makes them special.**Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **All Change**Aesop’s fables- The Fox and the Stork- explore themes of greediness and selfishness  **Being Responsible (9)**L1 – Identify how they can contribute to the life of the classroom and school.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.**Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **African Safari**Aesop’s fables- The Boy who cried Wolf.  Honesty and integrity  **Being Responsible (9)**L1 – Identify how they can contribute to the life of the classroom and school.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.**Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. |
| Cycle C2027/2028 | **Bright Lights, Big City** **Being Me (7)**L4 – Recognise they belong to different groups and communities such as families and school.L8 – Explore ways in which they are all unique. L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.R7 – Offer constructive report to others.R9 – Identify what makes them special. | **Party Time!** **Difference and Diversity (8)**L4 – Understand that they belong to different groups.L8 – Identifying ways in which they are unique.R5- Sharing opinions on things that matter using discussions.R8 – Identifying and respecting the differences and similarities between people. | **Up, Up and Away** **Being Responsible (9)**L1 – Identify how they can contribute to the life of the classroom and school.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind. | **Grand Designs** **Being Safe (10)**H11 – Identifying household products are hazards if not used properly.H12 – Explore rules for and ways of keeping safe in a range of situations.H13 – Knowing who to go to if they are worried.H14, H15 – Recognising that they share a responsibility for keeping themselves and others safe.H16 – Exploring what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy,L2 – Understanding why rules are important in keeping us safe.L10 – Identifying people who work in the community and how to ask for help. | **Magic and Mystery** **Relationships (11)**R2 – Recognising our behaviour can affect others.R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),R7 – Offering constructive support and feedback to others.R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **Oh, I Do Like to be Beside the Seaside!** **Money Matters (12)**L6 – Recognising what money looks like.L6 – Identifying how money is obtained.L6 – Understanding the ways money can be used.L7 – Understanding how to keep money safe and what influences choices. |