



Aiskew, Leeming Bar
Church of England Primary School

*'Rooted in love and growing together
to become lifelong learners'*

EYFS PSHE

This document outlines the expectations of a child in Reception according to Development Matters for Personal, Social and Emotional Development. The black indicates the Development Matters Reception statement and the red outlines the specific experiences children will be given to ensure they experience this in a rounded manner.

See themselves as a valuable individual.

Discussion of their family using pictures.

Discuss how they celebrate key events e.g. birthdays, Christmas.

Likes and dislikes.

Hobbies and interests.

Build constructive and respectful relationships.

Class routines.

High expectations around manners (mealtimes and around school in general conversations).

Having successful playtime games.

A sense of family through a shared snack time.

Successful play both inside and outside by sharing, communicating and taking turns.

Taking turns within specific activities.

Listening and responding appropriately to others in class discussions.

Responding to other people's kindness appropriately.

Being responsible for themselves and being able to work as a team.

Earning Golden Tickets and the school's Values award.

Express their feelings and consider the feelings of others.

Children are taught Zones of Regulation

Empathy towards others is explicitly discussed through stories

Staff modelling their feelings and discussing how other make them feel.

Circle time activities to express feelings appropriately.

Access to a feelings board.

Modelling and discussion of what a positive relationship looks like in the classroom.

The explicit teaching of BLP – empathy.

Talking Through Story planning include many stories where there is a social/emotional problem.

Show resilience and perseverance in the face of challenge.

The explicit teaching of BLP – resilience.

The class mantra is how can you solve the problem?

Children are encouraged to always self-evaluate learning.

Adults clueing pupils to help them make positive choices to improve and extend learning through knowledge of next steps.

Talking Through Story planning includes many stories where there is a problem to solve.

Identify and moderate their own feelings socially and emotionally.

Class routines, expectations, manners (mealtimes and around school in general conversations), playtime games, snack times, playing outside, taking turns with activities, listening to others in class discussions, responding to other people's kindness, being responsible for themselves and working as a team, Golden tickets and Values awards, Zones of Regulation. Talking through story planning include many stories where there is a social/emotional problem.

Think about the perspectives of others.

Talking Through Story planning includes many stories where there is a social/emotional problem.

Turn taking.

Listening to others.

Manage their own needs - Personal hygiene

Routines for toilet time/handwashing

Routines for eating – break and lunch

NELI language programme.

Healthy food choices as discussed when the Y1/2 do science/DT (both years) also every year in PE.

Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

Children are taught to brush teeth.

In PE lessons, regular physical activity and its importance is taught. Children are taught about muscles being used on obstacle courses.

Children walk to the shop so they can practise crossing the road safely, also when they go swimming.

NELI language programme teaches children about good sleep routine.

When Y1/2 do online safety, screen time is discussed e.g. The duck story from Internet Matters.