**PSHE/C Curriculum – EYFS Autumn Term 1**

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| **Theme: Myself and My Relationships: Beginning and Belonging** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. To understand what is special about me and other people in my class.2. To understand what I have learnt to do and recognise what I would like to do next. (SR)3. -To understand ways of respecting the needs of other children in the class. (MS) and-To begin to understand how to play and work alongside others at school. (SR)4. - To understand ways of welcoming new children to the class.and-To know who and how to ask for help if they need it.5. No Outsiders – You Choose – I can choose what I like | **Keyword** | **Definition** | **Keyword** | **Definition** | In September 2021, the DfE introduced the new Statutory framework for the early years foundation stage. This unit contains teaching which directly addresses children’s learning in the followingareas:Personal, Social and Emotional Development:ELG: Self-Regulation (SR)- 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, respondingappropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.ELG: Managing Self- Explain the reasons for rules, know right from wrong and try to behaveaccordingly.The summary of the Educational Programme for Personal, Social andEmotional Development includes the following content which is addressedthrough this unit of work:*“...Strong, warm and supportive relationships with adults enable**children to learn how to understand their own feelings and those**of others. Children should be supported to manage 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*.” |
| specialcelebrate | especially great or important, or having a quality that most similar things or people do not haveto take part in special or enjoyable activities in order to show that a particular occasion is important | fairunfair | treating someone in a way that is right or reasonable, or treating a group of people equally not treating people in an equal way |
| successful | when you have been really good at something, having achieved a lot | process | a series of actions or steps that you take to help you achieve an end result/goal |
| Network of Support | close people around you that can help you if you’re feeling sad, worried or upset(trusted adults) | behaviour | the way that someone behaves – what they do and how they do things |
| personal interest | the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more(things you are especially interested in and enjoy doing) | achievements | something very good and difficult that you have succeeded in doing (e.g. learning something new which you couldn’t do before) |
| emotions | a strong feeling such as love or anger or strong feelings in general (the way that you are feeling) | communicate | to share information with others by speaking, writing, moving your body or using other signals |
| skill | a special ability to do something that comes from training and practice | non-verbal signals | communicating information to others without using your words (e.g. facial expressions, gestures, body posture/stance and body positions) |
| apologise | an act of saying that you are sorry for something that you have done | location | a place or a position (the place where something is) |
| body language | making movements or positions with your body to show other people how you are feeling without using words | confident | being certain of your abilities or having trust in people, plans or the future |
| goal | having an aim or a purpose – wanting to complete something until the end | politeness | Behaviour that is socially correct and shows understanding of and care for other people’s feelings |
| **Current Learning (EYFS)**Throughout this unit of learning, the children in EYFS will explore how they are all uniquely special, which will include discussing their likes and dislikes and the things they are able and are learning to do, and what they would like to learn next. They willexamine, and learn to value and respect, similarities and differences between themselves and their peers. The children will explore and learn to appreciate their own needs and those of others and will consider the needs of newcomers joining the class. They will engage in activities which will develop their interpersonal skills and ability to form and maintain relationships with others within their class and at school, so that they can play and work well with others. They will explore codes of behaviour which enable them to work together and learn to appreciate the need for rules in order to protect their own and other people’s rights. They will have the opportunity todevelop their own set of class rules. | **Future Knowledge (Year 1)**In year 1, children will use this unit to support their transition from EYFS. Learning in this unit includes approaches to developing classroom ground rules, and to building positive relationships within the class. Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own ‘Network of Support’, identifying trusted adults at home and at school whom they can ask for help and support. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How am I special and what is special about other people in my class?(1.1 – 1.4)*\*resources needed:* *-a shoe box with a mirror secured at the bottom* *- a decorated shoebox per child (filled at home with special things – photos etc and brought in to share with the class)* | * Understand what special means
* Know that they are very special – *passing the box around a circle and using their reflection as an example*
* Understand that everyone is special - using the sentence ‘*In all the world, I’m the only me...*’
* Able to talk about themselves and give reasons why they are special – using their ‘me box’ to help support them – sharing their box containing special items - e.g. photograph, picture of your favourite food, something someone has given to you, something that describes a personal interest.
* Identify similarities and differences between themselves and their peers in the choices they have made.
* Able to talk about things they like doing - e.g. I like to swim, I like playing in the home corner.
* Able to agree with others about the things that they like doing
* Able to describe some things that they do not like to do.
* Understand that everyone has different likes and dislikes
* Understand that everyone likes to play with different toys
* Know that anyone can play with any toy even if they are a boy or a girl – using sorting activity with a selection of toys
* Recall what happened in the story Big Bob, Little Bob,
* Understand that everyone has qualities (things they are good at and things that make them special) – using the story The Littlest Yak
* Identify parts of the story that describe how we know that Gertie was great at being a yak - i.e. she had the curliest/whirliest wool, she could climb up slippy cliffs, she had grippy hooves.
* Identify something they are good at and tell the person sitting next to them
* Recognise how Gertie might be feeling at different parts of the story – e.g. where Gertie is sad because she’s so small and wishes she was big, and then all the things she tries to do to grow bigger.
* Understand how Gertie might be feeling when she’s tried everything but is still too small – upset, sad etc – extend vocabulary and introduce words such as; disappointed, frustrated, fed up.
* Identify Gertie’s feelings at the end of the story after she has rescued the tiny yak. e.g. – happy, pleased -again, extend the children’s vocabulary to include

proud, delighted etc. * Able to describe in their own words what Gertie learned in the story - e.g. it’s OK to be small, everyone is good at different things, if she wasn’t small, she wouldn’t have been able to help the tiny yak.
* Recognise some things that others are good at - e.g. Joe is good at tidying up, Maya is good at helping other children, Ahab is good at reading.
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
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| 2. What have I learnt to do and what would I like to learn next? (SR) * 1. – 2.4)
 | * Identify something that they have learnt to do and act this out to the rest of the class – e.g. brush your hair, eat some cereal, climb a tree.
* Recognise if others are able to do this activity as well
* Know what a badge and/or a certificate might look like
* Understand reasons why someone might receive a badge and/or a certificate for learning something new
* Able to create their own badge or certificate (which has their name, a picture of themselves) that demonstrates a new skill that they have learnt; ask them to add a caption or to tell an adult who will scribe for them e.g. I can swim, I can count to 10.
* Able to talk about their badges/certificates – sharing their achievements with others.
* Identify George’s emotions/feelings just before Bear has an idea in the story Almost Anything
* Recognise how the character George feels when he is unable to do the things that the other animals can do – in the story Almost Anything – using a circle of feelings
* Able to talk about times when they have been unable to so something and may have felt like George.
* Recall what happened in the story and talk about some things they have learnt – using questioning to support them - e.g. *Was the hat really magic? How did it help George? What did he need to do in order to learn the new things?*
* Recognise George’s feelings by the end of the story – add these into circle of feelings.
* Identify times when they were unable to do something and what helped them to learn their new skill.
* Identify strategies they could use to help them do something new if they are struggling e.g. time to practise, copying someone else, asking for help, learning their new skill in stages etc.
* Able to offer their ideas and suggestions about how to help a puppet (Sammy) learn to ride a bike
* Understand that Sammy’s goal is a special thing that she/he is trying to achieve.
* Able to suggest some of the small things that Sammy needs to learn before he can ride his bike on the road to school.
* Identify the small achievable steps that will help Sammy to reach his goal e.g. using a balance bike, riding a bike with stabilisers, asking an adult/older sibling to help steer the bike, learning to ride the bike on the drive/pavement or in the park etc.
* Able to sort pictures or symbols representing things that people of different ages can do or are learning to do (e.g. tying shoelaces, painting a picture, driving a car, skipping, using an oven to cook, reading a book etc) into things they can do and things they cannot do yet
* Understand some reasons why they are unable to do certain things just yet and discuss with others why this might be
* Identify one new skill that they would like to learn to do - draw a picture of themselves performing this new skill and then label their drawing with a few steps or things that they could practise to help them to achieve their goal.
* Recognise when others have been successful and celebrate their achievements with them
* Understand the importance of evaluating their own progress when learning a new skill.
* Able to talk about what they have achieved so far and what might help them with the next step towards achieving their goal – using the sentence stem: I am learning to...
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| 3. What can I do to help everyone in our classroom feel safer and happier? (MS)andHow can I play and work well with others? (SR)\**photographs of the children playing, large jigsaw puzzle, fruit, plates, politeness tokens, jar* | * Able to identify some of the rules involved in playing outdoor games with others
* Understand what the players are allowed to do and what they are not allowed to do and why.
* Understand what the game would be like if there were no rules and what would happen.
* Recognise that we need to have rules to help people play fairly together in a game
* Understand that we need rules for the classroom and school that will help people work fairly together in the classroom.
* Identify the rules in the story Mr Gumpy’s Outing – that Mr Gumpy makes for the children and each of the animals who want to join him on his boat e.g. ‘Yes, but don’t hop about’
* Understand reasons why Mr Gumpy has introduced each of these rules
* Understand what may happen if the children and animals do not follow the rules
* Understand how the ending pf the story could have been avoided (where everyone falls into the water)
* Identify the link between having rules and keeping safe
* Able to role play school rules using small world people and a model of a pretend school – that they can enter into make-believe situations with that demonstrate fair fair and unfair behaviour e.g. walking carefully in the corridor, putting books back properly in the library or dropping food on the floor and not sharing with other people.
* Recognise the impact of their character’s behaviour on other people in the school and why the behaviour is either fair or unfair.
* Understand the importance of rules in making sure that the imaginary school is a happier and safer place
* Able to create their own classroom rules that would help the characters in the imaginary school and ensure that the classroom is a happy and safe place
* Able to review the rules they have devised for the imaginary school in the previous activity – decide on rules that would be suitable for their own classroom
* Identify one of the classroom rules and draw a picture of themselves following the rule e.g. the rule ‘Be kind to others’ - drawing pictures of themselves playing with others, sharing toys, comforting others when they are unhappy, saying friendly things to others etc
* Understand the narrative from a made-up scenario: Mr. Murphy’s class had a new sandpit, but it was only big enough for three children to play in. All the children wanted a turn in the sandpit. Megan, Robert and Veera played in the sandpit every day and always got there first during ‘Choosing Time’. They played in the sandpit for as long as they wanted to
* Identify how other children might feel in the story (above) – use a circle of feelings to explore how the other children in the scenario might have felt.
* Understand if the scenario (above) is fair or unfair
* Recognise that they share and take turns themselves when they are together in the classroom with their friends – use photographs of them playing to develop understanding
* Recognise if they are being fair or unfair when they play with others sharing and taking turns together – using photographs
* Able to describe some of the classroom rules that the children are following which are helping them to share and work alongside each other – using photographs
* Able to use a camera or tablet to take photographs of other children in the class sharing and taking turns – in small groups with adult support
* Able to work cooperatively with others and problem-solve – making a large jigsaw puzzle when the pieces of the jigsaw have been divided evenly between the other children – they work together as a team to make the jigsaw.
* Understand that they must not touch the jigsaw pieces of the other children but must use their voices and non-verbal signals to communicate to the other children in the group to help them to see where each piece fits (using above activity)
* Identify all the skills that they had to use to help each other to make the puzzle e.g. looking, listening, following instructions, speaking clearly and politely, etc (using above activity as an example)
* Identify if a situation is fair or unfair when given odd amounts of fruit (some children deliberately given more than others)
* Recognise how the other children might feel when they don’t have the same amount of fruit as their friend (using above activity) – create two Circles of Feelings for both the children who have less and those who have more.
* Recognise the feelings of others in an unfair situation (above activity) – Ask those who have more to consider how the children who have less may be feeling.
* Able to suggest what they could do to help everyone feel happier
* Recognise that the fair solution would be for the fruit to be shared out equally so that everyone has the same amount because this would be ‘fair’ - children to help you distribute the fruit fairly.
* Understand what listening to someone looks like – e.g. looking at them, paying attention, not distracted, using eye-contact, not talking over them etc.
* Understand what not listening to someone might look like – (activity: *one person to describe what happened during their breaktime – when the person is talking explain to the children that you are going to behave a bit differently from usual while the first volunteer talks to you. Use lots of clear behaviour to show you are not really listening, e.g. looking away, doing something else, fiddling with things, interrupting, sighing, humming to yourself*)
* Recall what was happening – in above activity
* Identify ways that they knew that you (teacher) weren’t listening properly
* Recognise how it might have felt for the first volunteer, and then ask the volunteer if the children guessed correctly, and if there are any other feelings they might want to add.
* Able to suggest things you could do differently which would help you listen, and draw a picture to illustrate each one as a visual prompt, e.g. look at them, don’t interrupt, nod, smile, ask questions.
* Able to practise their listening skills, using the visual prompts (above) as a reminder – working with a talk partner
* Understand the classroom rules
* Identify which classroom rules help people to speak and be heard.
* Know the Circle Time rules of ‘speaking one at a time’ and ‘listening when others are speaking’ – using a Circle Time – be able to share their favourite playtime activity using the sentence stem: ‘*My favourite thing to do at playtime is....*’
* Understand what being polite/politeness means
* Identify what characters do and say in the story (or should have done and said!) to be polite – using a story; Perfectly Polite Penguins, The Elephant and the Bad Baby, or I Want My Dinner
* Understand why it is important to think about others’ feelings
* Able to suggest some short phrases and words about why it’s important to be polite
* Able to notice when other adults and children are being polite – using ‘politeness tokens’ to put in a jar every time they hear someone being polite.
* Recognise if they have ever upset someone in the classroom or at home
* Recognise emotions through the use of body language – using a puppet who has upset someone, and explain what happened - Show the children through the puppet’s “body language” how he/she might be feeling, and ask the children to suggest some possible feelings.
* Able to suggest some ideas and actions the puppet could take if they have upset someone and want to help themselves and the other person feel better.
* Understand the concept of apologising and ‘saying sorry’ - encourage the children to talk about times when they may have said ‘sorry’ to someone to make a situation
* Better
* Recall events that happened in the story Goldilocks and The Three Bears
* Identify how Goldilocks may have felt when she returned home and had spent some time thinking about what had happened at the bears’ house – use a Circle of Feelings
* Recognise the different ways that Goldilocks could say ‘sorry’ to the bears - children to imagine that they are Goldilocks and ask them to write a letter or draw a picture to say ‘sorry’ to the bears
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| 4. -How do we welcome new people to our class? (4.1 – 4.4)and-To know who and how to ask for help if they need it.\*’*emotions’ photographs or symbols, staff photos* | * Understand reasons why Lola was worried about starting school – using the story, I Am Too Absolutely Small – e.g. she would have to wear a school uniform, she would have to eat a school dinner, she thinks she might have to sit on her own.
* Recall how Lola’s brother, Charlie, helps her to feel happier about starting school.
* Recall how they felt about starting school and why they felt this way.
* Able to name any specific worries they had about starting school
* Recognise things that the adults in school, children and parents/carers could do to take away some of the worry about starting school, e.g. children could choose a friend to sit with at lunchtime, the teacher could show the children around the classroom and school and point out important things like the location of the toilets, the children could smile and say ‘hello’ to each other in the morning.
* Recognise some of the things the girl does to make friends with the boy – using the story Hello Friend
* Identify emotion - Describe how the boy might be feeling at the start of the story – looking closely at his face and body language e.g. unsure, shy, worried, frightened.
* Identify emotion - Describe how the boy is feeling towards the end of the story – looking at the boy’s and body language - how does he look now?
* Understand that the boy in the story didn’t instantly feel better or more confident, but it took quite a long time, and the girl kept trying different things.
* Able to describe what is happening on the last page, i.e. the two friends are now reaching out to make friends with another new/unsure child.
* Recognise ways to welcome a new child into the class to help them settle and feel comfortable - children to develop a short role play where one person is pretending to be a new child joining the class and the others are helping him/her to feel welcome.
* Identify strategies (things they could do) to welcome new children into the class
* Understand that a smile can be passed on to other people in a circle – playing ‘Pass the Smile’ – to demonstrate how a feeling can be passed from one person to another
* Understand that being kind to someone else can have a “domino effect” of many people being kind to others in return – using the Pass the Smile game
* Identify different emotions from photographs or symbols of faces showing different feelings
* Able to suggest some words to describe different emotions
* Identify how they felt when they first started school and describe the feeling by choosing a face
* Identify how they feel about school now by choosing a different face to represent how they feel
* Understand that feelings change over time – how they felt before starting school is different to how they feel about school now – using emotions activity
* Able to suggest any reasons why their feelings/emotions have changed towards school now - These might include: I know more children’s names now; I know the adults in the classroom; I feel safer; I found out I did like school dinners; I know where everything is and I don’t get lost; I know the classroom rules; I am learning new things and it’s usually not too difficult; I have made some friends.
* Able to plan and create a video (with adult support) entitled “Welcome to Little Bowden Primary School” for any children who join the class part way through the year, and/or for the new Reception cohort.
* Understand different things that the new children might like to know, and organise them into groups to speak for a short time about these things – e.g. showing them where they will eat lunch, showing them round the classroom, introducing them to some of the adults, showing them some of the learning they might be doing, talking about the new friends they have made, explaining the classroom rules etc.
* Recognise adults that they know and see in school and be able to talk about these people – using photos to prompt discussion (use staff board in the school office)
* Identify which of these adults they would feel happy to talk to and seek help from if they felt unsafe, worried or upset about something.
* Able to create their own personal Network of Support which includes trusted adults both at school and at home.
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| **No Outsiders**5. You Choose – I can choose what I like | * I can choose what I like
* I can make my mind up
* I can tell you things I like
* I can ask others what they think
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