**PSHE/C Curriculum – EYFS Autumn Term 2**

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| **Theme: Myself and My Relationships - Family and Friends** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To be able to say who is in my family and how my family care for one another. (BR)  2. To know some ways to make new friends. (BR)  3. To know some simple strategies to use to make up with friends after falling out. (BR)  4. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me. (BR) and (SR)  5. No Outsiders – The Family Book – All families are different | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Personal, Social and Emotional Development:  ELG: Building Relationships  - 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.  ELG: Self-Regulation  - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | |
| family | a group of people who are related to each other, such as a mother, a father, and their children | compromise | an agreement in an argument in which the people involved reduce their demands or change their opinion in order to agree | |
| shy/nervous | nervous or uncomfortable with other people  (worried) | polite | asking nicely - having or showing good manners and respect for other people | |
| disability | the condition or state of being unable to do certain things, especially when caused by an injury, illness, or other medical condition | unkind | not treating someone very well; not considering someone's feelings: being deliberately cruel or hurtful | |
| disagreement | an argument or situation in which people do not have the same opinion | behaviour | the way that someone behaves and conducts themselves | |
| agree | to have the same opinions and ideas and to decide something together | assertive | being confident and clear in what you want to say | |
| disagree | to not have the same opinion or ideas as someone else | demand | to ask for something forcefully | |
| **Current Learning (EYFS)**  Throughout this unit of learning, the children in EYFS will learn to identify special people in their lives and will explore why these people are so important to them. They will learn about different family groupings; what they enjoy doing together and how they show that they care for each other. Children will learn that family set ups may be  different, but the common factor is that they all love and care about each other. They will learn about friendship and what it means to be a good friend, and learn how to respect their own needs, and the needs of others. They will explore a range of communication and social skills which are necessary for effective relationships and for making friends, and will examine why friends may sometimes fall out. They will learn ways to manage uncomfortable feelings and will begin to learn simple methods for resolving conflict. They will learn to recognise common forms of unkindness and develop some strategies for dealing with these. They will develop their ability to value and empathise with others by examining hurtful behaviour and thinking about how this may affect others. This unit provides the first steps in learning about bullying and recognising bullying as a form of unkind behaviour. Bullying is explored in the context of valuing and respecting difference and diversity. | | | | **Future Knowledge (Year 1)**  In year 1, children will learn about and be able to describe some ways friends might act or behave, recognising the diversity in friendships and that friendship patterns change. They will consider the importance of telling the truth in order to build their friendships on firm foundations. They will address strategies for coping with difficult situations in friendships. They  will begin to learn about their rights to personal space and to explore their own boundaries, starting to understand about giving and getting consent in friendships. They will also focus on family relationships, identifying who is in their own family and what is special about them, and what they and other family members do to care for each other. They will revisit their Network of Support, identifying a range of trusted adults at home and at `school whom they can talk to if they are worried or upset. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Who is in my family and how do we care for each other? (BR) | * Able to name members of my family * Able to say way(s) that my family show they care for me * Able to explain how families can differ from one another and may have things in common | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. How do I make new friends? (BR) | * Describe and show friendly behaviour towards others * Able to suggest some things I could do to make friends with others * Able to suggest why it sometimes might be difficult to make friends | | | | |
| 3. How can I make up with friends when I have fallen out with them? (BR)  6.1 – 6.3 | * Recall a time when I have had a disagreement with a friend * Describe / show ways of making up with a friend * Follow a simple ‘My turn, your turn’ approach to solve a problem | | | | |
| 4. Do I know what to do if someone is unkind to me? (BR) | * Able to talk about how it feels when someone is unkind * Able to practise a simple response to assert my feelings politely | | | | |
| **No Outsiders**  5. The Family Book – All families are different | * I know who is in my family * I know that all families are different | | | | |