

PSHE and EYFS

At Ashton West End Primary Academy, we recognise the positive impact that a strong EYFS foundation has on children's learning, particularly in areas such as PSHE. It is at this entry into school where the differences in children's experience become clear and effective teaching and learning works to reduce gaps and enable all children to reach their potential and develop the skills required to function both in school and wider society. All objectives for EYFS teaching and learning care taken from the Statutory EYFS Framework.

PSHE in Nursery Overview

In Nursery, the focus is on the prime areas, particularly at the beginning of the year, which include all the PSE areas. PSE is a main focus for Nursery teaching, particularly in Autumn term when the children are settling in. Teaching within Nursery is very much a cross-curricular model, therefore PSE is not always taught as a discrete subject. A 'best fit' approach is taken to ensure that the objectives are embedded alongside each other throughout the year. There is generally then a focus on particular objectives on top of this. Objectives are approached in a variety of ways including through circle/carpet times but mainly during provision times.

- Give children lots of praise and stickers for independent/ adult focused learning
- Help children to build confidence by working with them in provision
- Encouraging children to carry out small tasks e.g. getting/ putting away objects/ tidy up monitors
- Supporting play/ relationships in provision
- Talking exclusively about emotions/ how to deal with emotions
- Circle times where necessary e.g. if a child has hit another child (discussions about why this is wrong)

Autumn Term

Settling in

The first half term is spent focusing on all the PSE skills including settling into school routines/ building relationships and confidence with others. The aim is to ensure that children are secure in 22-36 band and begin to assess in the 30-50 month age band.

Focus in on:

- Building relationships with other children
- Sharing and turn taking
- Interacting/ playing with others
- Separating from parents/ carers
- Helping them to distract themselves when/ if they are upset
- Building confidence with children/ staff
- Discussion of right/ wrong/ rules in school

Children may begin to take part in short PSE circle time sessions, encouraging them to talk and listen to others eg 'What did you do at the weekend?' 'What is your favourite toy?'. The questions tend to be based on children's interests. Generally, there are no consistent carpet sessions in Autumn 1.

All about me

The main Autumn Term topic is 'All about me'.

This includes thinking about emotions and family and community.

Focus is on:

- Emotions- Talking about our emotions and what makes us happy/ unhappy
- Talking about how we are feeling today and why
- Talk about our family and family members
- Continuing to practice sharing/ turn taking. We engage lots of circle times to talk about our feelings/ emotions- 'How are you feeling today? Why?'
- We continue to take part in lots of turn taking/ sharing games.
- Support in provision continues to help children engage with others/ build relationships with other children.
- Continuing to build confidence with other children and make relationships
- Support in provision- learning about resources, how to play with other children and extending play ideas
- Discussions about kindness and how to be kind
- Continuing to develop understanding of school rules/ routines

Spring term

The Spring Term topics are: Animals and minibeasts
Growth and change

A move is made to talking about how characters in stories feel and why, as well as teaching PSE objectives throughout - which is ongoing. The main aim is for children to develop their independence and confidence.

Focus is on:

- Supporting children to develop PSE skills in provision
- Focus on developing play skills with other children
- Group adult focus activities to develop skills when working together e.g. creating a zoo/ working together to build a houses
- Encourage independence e.g. children choosing their own resources for activities (e.g. they may choose collage paper, paint or colouring pencils to complete an activity)
- Beginning to give children responsibilities e.g. at tidy up time/ home time
- Begin to talk about how characters in books are feeling and why
- Circle times weekly to develop listening skills
- Highlight any gaps and work with specific children e.g. on sharing and turn taking/ building confidence with others
- Discussions about kindness and how to be kind

Summer term

The Summer Term topics are: Growing
Traditional tales

Children should now be working within the 30-50 band, specifically they should have around half of the points in the age band ticked off, at the end of Spring 2. By the end of the academic year they should be secure in 30-50. The main focus is now on extending play skills and developing relationships.

Additional focus is on:

- Highlight any gaps and work with specific children e.g. on sharing and turn taking/ building confidence with others
- Encourage children to talk about their home/ community
- Continue to encourage children to develop relationships with lots of other children/ play with lots of other children in a range of activities
- Encourage children to become more independent during provision time/ choose their own resources
- Transition- focus on engaging with unfamiliar staff/ settings
- Talk about how characters in stories might be feeling and why
- Support in provision to continue to develop play/ interaction skills
- Encouraging and praising kindness

NB: The new curriculum for EYFS (official onset September 2021) is split into 3 areas within Personal, social and emotional development. Teaching is likely to cover the same objectives and themes in similar ways to the current model.

1 – Self-regulation

2 – Managing self

3 – Building relationships

PSHE in Reception Overview

PSHE in Reception continues to follow on from the strong foundations put in place during Nursery teaching, whilst being mindful of the fact some children will not have attended our Nursery.

In Reception the PSED and Health and Self-care objectives are taught continuously throughout the year, however each term has a focus for assessment. There are also links with the RE scheme through the objective: 'They show sensitivity to others' needs and feelings.'

Aut 1 – People and Communities – Work aims to ensure that the children secure at 30-50 month objectives.

Aut 2 – Transport - Work aims to ensure that the children are working on 40-60 month objectives

Spr 1 – Light and Dark - The children should be meeting a lot of the 40-60 month objectives

Spr 2 – Growing plants - The children should be meeting most of the 40-60 month objectives and beginning to work on the Early Learning Goal (ELG) objectives

Sum 1 – Out and About - The majority of children should have met the ELGs

Sum 2 – Growing animals and people - Secure the children at ELG and move onto exceeding objectives. (Some exceeding will have been met by some of the children)

In addition, teachers focus on the following during in Autumn 1

Half term and Topic	Objectives	Topic and Content
Aut 1 First week settling children	To become aware of the boundaries set, and of behavioural expectations in the setting.	First few weeks are about sharing school and class rules. Teaching the children how to share and play together. Setting routines – how to walk in a line etc
	To attend to own toileting needs To manage washing and drying hands	First day we show the children how to use the toilets (teach boys what a urinal is) and show the children how to wash and dry their hands. Teach importance of washing hands before snack, lunch, after outside play and after going to the toilet.
	To dress with help	Throughout the first half term and beyond we teach the children to put on their own coats and fasten them.
	To understand how to transport and store equipment safely. To practice safety measures without direct supervision.	In the first few weeks we teach the children how to tidy up and how to carry scissors and other safety measures.
	To eat a range of healthy foodstuff and understand the need for variety in food	Snack time – We teach the snack time routine and encourage the children to have a drink and try the fruit from the first day. This continues throughout the year.

Aut 1 People and Communities		
	To show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	During the topic we talk about People who help keep us healthy and explore Healthy eating, exercise, sleep and keeping clean and safe.
Spr 2 Growing plants	To eat a range of healthy foodstuff and understand the need for variety in food	We look how Fruit and Vegetables grow and try some salad foods.
	To show some understanding of good practices with regard to eating	

In addition to the above, there are specific activities throughout the year:

Activity	Objective	Comments
Circle time	To be confident to speak in a familiar group.	Weekly Children wait their turn to talk and have a topic to talk about sometimes about the topic, sometimes PSHE areas such as good behaviour.
Story time and Guided Reading	TBAT talk about how they and others show feelings. TBAT talk about their own and others behaviour and its consequences.	We discuss the characters feelings and the consequences to behaviours. We also look at PSHE books such as keeping clean or about emotions.
Games	TBAT play co-operatively, taking turns with others.	Such as board games in Maths and outside games such as hopscotch.
Outside time	TBAT show understanding of good practice with regard to exercise. TBAT show understanding of the need for safety when tackling new challenges and considers and manages some risks.	Physical activities outside such as balancing and jumping. Children talk about the effects on their bodies when they have done a lot of running or exercise. Children are taught about keeping safe in outdoor area.