



## EYFS PSHE and RSHE Curriculum

|  |                   |          | Autumn: Relationships   | Spring: Living in the wider world   | Summer: Health and Well Being  |
|--|-------------------|----------|---|---|--|
|  | 3 and 4 year olds | Learning | <p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Is sensitive to others' messages of appreciation or criticism</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</p> <p>Shows their confidence and self esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> | <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> |



# John of Gaunt Infant and Nursery School

## Part of the Aylsham Learning Federation

|  |                     |                 | <b>Autumn: Relationships</b>   | <b>Spring: Living in the wider world</b>  | <b>Summer: Health and Well Being</b>  |
|--|---------------------|-----------------|--|---|---|
|  | <b>In reception</b> | <b>Learning</b> | <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</p> | <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | <p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p> <p>Manage their own personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> |