**EYFS and PSHE at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of PSHE and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for PSHE are taken from the following areas of learning:**

* **Personal, Social and Emotional Development**
* **Physical Development**
* **Understanding the World**

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| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| 30-50 Months | Personal, Social and Emotional Development | Self-Confidence  and  Self-Awareness | * To select and use activities and resources with help. * To welcome and value praise for what they have done. * To enjoy the responsibility of carrying out small tasks. * To be more outgoing towards unfamiliar people and more   confident in new social situations.   * To be confident talking to other children when playing and   communicate freely about own home and community.  To show confidence in asking adults for help. |
| Managing Feelings  and Behaviour | * To be aware of own feelings and know that some actions and words can hurt others’ feelings. * To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. * To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.   To usually adapt behaviour to different events, social situations and changes in routine. |
| Making Relationships | * To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. * To initiate play, offering cues to peers to join them. * To keep play going by responding to what others are saying or doing. * To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| Physical Development | Health  and Self-Care | * To tell adults when hungry or tired, or when they want to rest or play. * To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. * To usually manage washing and drying hands. * To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. |
| Understanding the World | People and Communities | * To show interest in the lives of people who are familiar to them. * To remember and talk about significant events in their own   experiences.   * To recognise and describe special times or events for family or friends. * To show interest in different occupations and ways of life. * To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family. |
| 40-60 Months | Personal, Social and Emotional Development | Self-Confidence  And Self-Awareness | * To be confident to speak to others about own needs, wants,   interests and opinions.   * To describe self in positive terms and talk about abilities. |
| Managing Feelings and Behaviour | * To explain own knowledge and understanding, and ask appropriate questions of others. * To take steps to resolve conflicts with other children, e.g. finding a compromise. |
| Making Relationships | * To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. * To be aware of the boundaries set and of behavioural expectations in the setting. * To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
| Physical Development | Health  and Self-Care | * To eat a healthy range of foodstuffs and understand a need for variety in food. * To usually be dry and clean during the day. * To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. * To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. * To practice some appropriate safety measures without direct supervision. |
| ELG | Personal, Social and Emotional Development | Self-Confidence  and  Self-Awareness | * To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. |
| Managing Feelings and Behaviour | * To talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| Making Relationships | * To play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. |
| Physical Development | Health  and Self-Care | * To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into the skills of PSHE, for example, the area of Communication and Language plays a significant role in children being able to ask questions.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to PSHE.