

Links between EYFS PSED and Year 1 Relationships, Sex and Health Education Curriculum

EYFS – Development Matters Personal, Social and Emotional Development Children will be learning to:	Activities/Learning at LGPS to support this:	Links to Year 1 Curriculum at LGPS:
<p>Nursery</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Free flow play – Children are able to pick what learning labs they want to do. Adults in the room are able to guide them as to how to safely do activities independently, so they can do this on their own.</p>	<ul style="list-style-type: none"> · To know a range of ways to keep safe in different places (Autumn 2)
<p>Nursery</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Activities and discussion about who they are.</p> <p>Pictures of themselves and discussions about who they live with, siblings, family, etc.</p>	<ul style="list-style-type: none"> · To identify a range of groups that I belong to and my roles within them, including working together (Autumn 1) · To understand how to include others in a group and how it feels to be included (Autumn 1) · To identify people in the community and in my life who help keep me safe (Autumn 2)
<p>Nursery</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Group activities – games, yoga, dancing.</p> <p>Allowing children to get to know other children who are unfamiliar to them.</p> <p>Playing with others in role play area and kitchen.</p> <p>Introducing new activities and learning labs to build their confidence with new things.</p>	<ul style="list-style-type: none"> · To consider how it feels to start something new (Summer 2)

<p>Nursery</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Learning labs and everyday play outside and indoors.</p> <p>There are a range of opportunities for children to play with each other. This causes conflicts about sharing and who is playing. We discuss together what our options are (e.g. have the toy until the timer is done and then give to another child) and why it is good to share.</p>	<ul style="list-style-type: none"> • To identify a range of groups that I belong to and my roles within them, including working together (Autumn 1) • To understand how to include others in a group and how it feels to be included (Autumn 1) • To know what a good friend is and what behaviours a good friend might show (Autumn 2)
<p>Nursery</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Reinforcing SFA silent signals, especially during transitions, using these opportunities as a reminder as to why we have the rules and why it is important they are followed. For example, if a child falls over while running inside, use this as an opportunity to remind why we have a 'no running inside' rule.</p>	<ul style="list-style-type: none"> • To understand how rules help us to keep safe in a range of situations (Summer 1) • To understand how school rules help us to learn (Summer 1)
<p>Nursery</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>The feelings corner. We have appropriate conversations and activities in the corner to discuss the different feelings we have and when and why they might be feeling them.</p> <p>While playing, conflict will arise, especially with sharing. Adults in the room have conversations with children about solving conflict, giving them ideas and ask for what they could do.</p>	<ul style="list-style-type: none"> • To discuss, notice and identify a range of different feelings in myself and others (Autumn 1) • To talk about what makes me feel happy, sad, proud, angry etc. and describe how this emotion feels (Autumn 1) • To demonstrate how different feelings might show in our faces and bodies (Autumn 1) • To know what a good friend is and what behaviours a good friend might show (Autumn 2)
<p>Nursery</p> <p>Understand gradually how others might be feeling.</p>	<p>Having conversations with them about why we may be sad or happy. When discussing emotions, we always give a reason for it so they can understand the context.</p>	<ul style="list-style-type: none"> • To discuss, notice and identify a range of different feelings in myself and others (Autumn 1) • To talk about what makes me feel happy, sad, proud, angry etc. and describe how this emotion feels (Autumn 1) • To demonstrate how different feelings might show

		<p>in our faces and bodies (Autumn 1)</p> <ul style="list-style-type: none"> To identify some ways that I am the same as and different to others (Spring 1)
<p>Reception</p> <p>See themselves as a valuable individual.</p>	<p>Activity book about themselves. They draw a picture of themselves, and draw their favourite food and things to do.</p>	<ul style="list-style-type: none"> To know what the word 'unique' means and how to identify uniqueness in myself and others (Spring 1) To identify some ways that I am the same as and different to others (Spring 1) To identify some things that I am good at and how it feels to be good at something (Spring 1)
<p>Reception</p> <p>Build constructive and respectful relationships.</p>	<p>Each afternoon they have 15 minutes where they have a discussion in class with a different topic each day. For example: friends, understanding feelings and taking turns.</p> <p>They have worksheets about recognising emotions, e.g. drawing a friend and themselves, drawing a picture of good listening.</p>	<ul style="list-style-type: none"> To identify a range of groups that I belong to and my roles within them, including working together (Autumn 1) To understand how to include others in a group and how it feels to be included (Autumn 1) To know what a good friend is and what behaviours a good friend might show (Autumn 2)
<p>Reception</p> <p>Express their feelings and consider the feelings of others.</p>	<p>An activity about discussing different emotions. They drew all the different emotions they have.</p> <p>Making a Venn diagram with different pictures, sorting them into different emotions as a class.</p>	<ul style="list-style-type: none"> To discuss, notice and identify a range of different feelings in myself and others (Autumn 1) To talk about what makes me feel happy, sad, proud, angry etc. and describe how this emotion feels (Autumn 1) To demonstrate how different feelings might show in our faces and bodies (Autumn 1)
<p>Reception</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Demonstrated during challenges that may arise throughout the day.</p> <p>Conflicts arise during playing; sharing issues, friendship issues. Children work through these with help from adults.</p>	<ul style="list-style-type: none"> To identify some things that I am good at and how it feels to be good at something (Spring 1)
<p>Reception</p>	<p>Throughout the year – discussing their feelings as a class and individually when needed. We</p>	<ul style="list-style-type: none"> To discuss, notice and identify a range of different feelings in myself and others (Autumn 1)

<p>Identify and moderate their own feelings socially and emotionally.</p>	<p>talk about the different emotions and how they deal with these, and give them strategies to cope with them.</p>	<ul style="list-style-type: none"> · To talk about what makes me feel happy, sad, proud, angry etc. and describe how this emotion feels (Autumn 1) · To demonstrate how different feelings might show in our faces and bodies (Autumn 1) · To know what a good friend is and what behaviours a good friend might show (Autumn 2)
<p>Reception</p> <p>Think about the perspectives of others.</p>	<p>Give an example of a child being upset or giving an emotion. Ask why they might be feeling this way and help them understand different reasons why a child might be feeling like this.</p> <p>While reading books, discuss why characters may be feeling certain emotions.</p> <p>Asking the children how they might feel if they were in any above situations.</p>	<ul style="list-style-type: none"> · To identify a range of groups that I belong to and my roles within them, including working together (Autumn 1) · To understand how to include others in a group and how it feels to be included (Autumn 1) · To know what a good friend is and what behaviours a good friend might show (Autumn 2)
<p>Reception</p> <p>Manage their own needs.</p> <p>Personal hygiene</p>	<p>Take themselves to the toilet and put their coats on by themselves.</p> <p>Put their own forest school clothes on by themselves.</p>	<ul style="list-style-type: none"> · To know some ways that I can prevent germs being spread · To understand what personal hygiene means and why it is important (Spring 2)