



Ashleigh Primary School and Nursery RSHE in EYFS

Phase	Development Area	Target	How We Do It
<p style="text-align: center;">Three and Four-Year-Olds</p>	<p style="text-align: center;">Communication and Language</p>	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Adult modelling of conversation. • Carpet time • Word Aware • My turn, your turn
	<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Ashleigh Guiding Stars • Ashleigh Reminders • My Body- Keeping Healthy and looking after myself • NSCPCC PANTS rule • Safe Hand • My Feelings and the Feelings of Others • Making friends • Working as a Team • PATHS turtle • Indoor and Outdoor provision encourages all of the guiding stars: Responsibility, Empathy, Safety, Perseverance, Engagement, Confidence and Teamwork

		<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Daily practise of skills to develop independence. • Independence- Taking care of myself and others. Why and how should we care for the world, animals and the environment? • Teachers modelling pro-social eating behaviours at lunchtimes.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • What makes me special? • Learning about celebrations and traditions and developing a positive attitude to differences between people. • What and how should we care for the environment?
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. 	<ul style="list-style-type: none"> • PATHS curriculum • PATHS turtle used for problem solving. • Compliments used to model pro-social behaviours <p>PSHE curriculum: Why do the adults keep asking me to say please and thank you?</p> <ul style="list-style-type: none"> • Nurture provision used to support children to take turns and develop pro-social behaviours. • Weekly Philosophy sessions- 'Would you rather..?'
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> • Ashleigh Guiding Stars – and three reminders • Discrete PATHS lessons used to build up emotional literacy. • PATHS displays • Safe hand

		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> • Road safety • Indoor and Outdoor provision encourages all of the Guiding stars. • See floor books • Nurture • Weekly Philosophy sessions- 'Would you rather..?' <p>PSHE curriculum: Autumn: What makes us special? Why is it sometimes hard to share? Online Safety What helps us stay safe?</p> <p>Spring: What does private mean? (NSPCC PANTS) What should I do when I make a mistake? What do I like? Why do the adults keep asking me to say please and thank you?</p> <p>Summer: What should I do if my friend says that they do not like me anymore? What helps us stay safe and healthy? What might it be like to be a Year 1?</p>
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Ashleigh Stars reminders • Teachers modelling pro-social eating behaviors at lunchtimes. • Nurture – Toast time embedding routines and structures.
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • PSHE curriculum • Autumn: Who is special to me and how do I look after them? • Learning about celebrations and other cultures across the curriculum to celebrate diversity.

			<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Nurture- celebrating unique selves and sharing news.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. 	<ul style="list-style-type: none"> Everyday provision +adult modelling. PATHS compliments Nurture trained staff. Lego builders group.
	Communication and Language	Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> PATHS curriculum Circle time/ carpet time Nurture PSHE curriculum (see above)
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> PATHS curriculum Ashleigh Stars – following the three reminders. Use of PATHS displays to indicate and share feelings. Expectations for classroom routines, listening to others during teaching time.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going 	<ul style="list-style-type: none"> Outdoor area encourages independence, perseverance and overcoming challenges by teamwork. Ashleigh Stars reminders Online Safety reminders Safe Hand Hand washing routines

			to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none"> • Responsibility for their own belongings/ putting on coats etc. • Eating with knives and forks modelled by adults in the lunch hall. • Nurture provision to provide additional support in these areas.
	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 	<ul style="list-style-type: none"> • Everyday support and adult modelling. • PSHE curriculum and PATHS teaching. • Ashleigh Guiding Stars. • Nurture trained staff. • Lego builders groups.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> • Adult support and reminders. • PSHE curriculum focus on safety and responsibility.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • PSHE curriculum- What makes us special? What helps us to stay safe and healthy? Includes talking about the jobs and roles of people who help us in society.