

# PSHE EYFS School Curriculum Map

Making relationships	
Nursery	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• 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</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• 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</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• 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</li> </ul>
Sense of Self	
Nursery	<ul style="list-style-type: none"> <li>• 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</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• 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</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul>
Understanding Emotions	

Nursery	<ul style="list-style-type: none"> <li>• 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</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• 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</li> <li>• 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</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>
<b>People, Culture and communities</b>	
Nursery	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>
Reception	<p>Enjoys joining in with family customs and routines</p> <ul style="list-style-type: none"> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>
<b>Health and self-care</b>	
Nursery	<ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies</li> <li>• Can name and identify different parts of the body</li> <li>• Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>• Can wash and can dry hands effectively and understands why this is important</li> <li>• Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> <li>• Can mirror the playful actions or movements of another adult or child</li> <li>• Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and p</li> </ul>

Eats a healthy range of foodstuffs and understands need for variety in food

- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regards to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience