

PSHE EYFS School Curriculum Map

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

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

Reception

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