



## PSHE in the Early Years

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for PSHE are taken from *Personal, Social and Emotional Development* (prime area of learning) but also from *Communication and Language* (prime area of learning) and *Understanding the World* (specific area of learning). The targets that relate to the PSHE curriculum are as follows:

### **Communication and Language**

1. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
2. Start a conversation with an adult or a friend and continue it for many turns.
3. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
4. Develop social phrases.

### **Personal, Social and Emotional Development**

1. Develop their sense of responsibility and membership of a community.
2. Become more outgoing with unfamiliar people, in the safe context of their setting.
3. Show more confidence in new social situations.
4. Play with one or more other children, extending and elaboration play ideas.
5. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
6. Develop appropriate ways of being assertive.
7. Talk with others to solve conflicts.
8. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
9. Understand gradually how others might be feeling.
10. Be increasingly more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
11. Make healthy choices about food, drink, activity and toothbrushing.
12. See themselves as a valuable individual.
13. Build constructive and respectful relationships.
14. Express their feelings and consider the feelings of others.
15. Show resilience and perseverance in the face of challenge.
16. Identify and moderate their own feelings socially and emotionally.
17. Think about the perspectives of others.
18. Manage their own physical needs: - Personal hygiene.
19. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of 'screen time', having a good sleep routine, being a safe pedestrian.
20. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG - Self-Regulation).



21. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG - Self-Regulation).
22. Be confident to try new activities and show independence, resilience and perseverance in the face of in the face of challenge (ELG - Managing SELF)
23. Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG - Managing Self).
24. Manage their own basic hygiene and personal needs, including dressing, going to the toile and understanding the importance of healthy food choices (ELG - Managing Self).
25. Work and play cooperatively and take turns with others (ELG - Building Relationships).
26. Form positive attachments to adults and friendships with peers (ELG - Building Relationships).
27. Show sensitivity to their own and to others' needs (ELG - Building Relationships).

### **Understanding the World**

1. Make sense of their own life-story and family's history.
2. Show interest in different occupations.
3. Continue to develop positive attitudes about the differences between people.
4. Plant seeds and care for growing plants.
5. Understand the key features of the life cycle of a plant and an animal.
6. Begin to understand the need to understand and care for the natural environment and all the living creatures.
7. Talk about members of their immediate family and community.
8. Name and describe people who are familiar to them.
9. Comment on images of familiar situations in the past.
10. Talk about the lives of people around them and their roles in society (ELG - Past and Present).
11. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG - Past and Present).

### **PSHE in the Early Years at Danson Primary School**

At Danson Primary School, we believe it is vital to develop PSHE skills from a young age. Our rich indoor and outdoor environments provide our children with a wide variety of opportunities for PSHE skills to be developed, through a mixture of adult led sessions and child initiated learning. Please see the table for the breakdown of how the objectives from Development Matters guidance EYFS feed into our PSHE curriculum.



## Danson Primary School- PSHE – Growing and Changing – Summer 2

|                   | EYFS   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
|-------------------|--|---|--|--|---|---|--|
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>- I can describe the life cycle of an animal.</li> <li>- I can describe how a baby grows to an adult and what they might need.</li> <li>- I can tell you some things about how babies are made.</li> <li>- I can tell you the scientific names for my body parts.</li> <li>- I can tell you the PANTS rule.</li> </ul>                                | <ul style="list-style-type: none"> <li>- I can tell you some things that babies need.</li> <li>- I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</li> <li>- I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</li> <li>- I can name the body parts girls and boys have that are the same and which body parts are different.</li> <li>- I can name the adults I can talk to at home and school if I need help.</li> </ul>                   | <ul style="list-style-type: none"> <li>- I can give support to a friend.</li> <li>- I can describe feelings of loss and suggest what someone can do if a friend moves away.</li> <li>- I can describe the stages of growth I have been through and what - I look forward to in my future.</li> <li>- I can name the human private parts that are used to make a baby.</li> <li>- I can talk about keeping private parts private.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can explain what body space is and how it feels when someone is too close to me.</li> <li>- I can tell you some of the different relationships I have.</li> <li>- I can tell you what qualities a healthy positive relationship has</li> <li>- I can describe how a girls and boys body will change when it reaches puberty.</li> <li>- I can tell you what happens to a woman's body when the sperm does not meet the egg.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can describe how change can make a person feel (both negative and positive).</li> <li>- I can explain why young people can have mixed up feelings when they go through puberty.</li> <li>- I can explain why puberty happens.</li> <li>- I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</li> <li>- I can explain why some people choose to get married, have a civil ceremony or live together.</li> </ul>   | <ul style="list-style-type: none"> <li>- I can begin to manage challenging emotions by building my resilience.</li> <li>- I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</li> <li>- I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</li> <li>- I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</li> <li>- I can give examples of feelings and emotions people have at times of change.</li> </ul> | <ul style="list-style-type: none"> <li>- I can name some of the feelings and emotions people have during change.</li> <li>- I can give examples of how someone could cope with or get support during puberty.</li> <li>- I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</li> <li>- I can explain how to stay safe when sharing images and information online.</li> <li>- I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</li> </ul>   |
| <b>Knowledge</b>  | <ul style="list-style-type: none"> <li>- I understand that there are changes in nature and humans.</li> <li>- I can name the different stages in childhood and growing up.</li> <li>- I understand that babies are made by a man and a woman.</li> <li>- I can use the correct vocabulary when naming the different parts of the body.</li> <li>- I know how to keep myself safe.</li> </ul> | <ul style="list-style-type: none"> <li>- I can think of what babies need to stay happy and healthy.</li> <li>- I can identify the changes I have made since I was a baby.</li> <li>- I can identify the difference between a surprise and a secret.</li> <li>- I can identify who I can talk to about secrets.</li> <li>- I can identify some internal organs and systems and those body parts which are private.</li> <li>- I can identify the trusted people who have helped me grow, I can talk to if I am worried or about my private parts.</li> </ul> | <ul style="list-style-type: none"> <li>- I can give positive feedback to someone.</li> <li>- I can recognise the range of feelings associated with loss and to discuss things people can do to feel better.</li> <li>- I can identify the different stages of growth and what people are able to do at these different stages.</li> <li>- I can identify the human private parts/genitalia and explain that they are used to make a baby.</li> <li>- I can explain who can see someone's private part, what consent means and how to protect privacy.</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</li> <li>- I can identify the different types of relationships people have and their different purposes and qualities.</li> <li>- I can identify what makes a positive relationship and what makes a negative relationship.</li> <li>- I can identify puberty changes.</li> <li>- I can explain menstruation cycle as something that happens when a sperm does not meet an egg.</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify the different emotional reactions to different types of change and discuss.</li> <li>- I understand how the onset of puberty can have emotional as well as physical impact.</li> <li>- I know what happens to a woman or a man's body during puberty and that this is linked to reproduction.</li> <li>- I know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</li> <li>- I can discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. – I know that marriage should be entered into freely.</li> </ul> | <ul style="list-style-type: none"> <li>- I can describe the intensity of different feelings and strategies to build resilience.</li> <li>- I understand the different types of feelings and emotions associated with puberty.</li> <li>- I can recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</li> <li>- I can identify the different types of products someone might use during puberty or menstruation.</li> <li>- I can explain how people might feel at times of change and loss.</li> <li>- I can consider strategies when coping with this.</li> </ul>              | <ul style="list-style-type: none"> <li>- I can identify types of emotional responses and some strategies for coping with change.</li> <li>- I can identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</li> <li>- I understand that social media and fame don't always reflect true appearance. – I can give positive feedback that is based on a person's qualities.</li> <li>- I can identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</li> <li>- I can identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</li> </ul> |
| <b>Vocabulary</b> | Seasons, spring, summer, autumn, winter, cycle, growing  | adult, heart, brain, stomach, trusted, growing, lungs, vulva, penis, learning   | supportive, loss, change, nipples, food, feelings, help  | angry, penis, relationships, body, space, touch, assertive, vagina, jealous  | breasts, testicles, womb, choice, civil partnership, sperm, enjoy, penis, hormones  | respect, wellbeing, trust, hormones, mood swings, confidential, confidence, resilience  | media, manipulation, puberty, sexual intercourse, discuss  |



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|-----------------------------------|--|---|--|--|---|---|--|
|                                   | life cycle, baby, child teenager, adult, old age, family, love, care grow, private parts penis, vulva  |   | forward, growing, penis, care, goodbye learning, safe, upset vulva | womb, period/menstruation pad, trust, lining respect, breasts uncomfortable caring genitals upset, egg healthy, puberty, testicles | pubic hair, periods marriage, love puberty, live together civil partnership uncomfortable, feelings, menstruation vagina, vulva, compromise, share, ovaries, wet dreams | puberty, crush embarrassed menstruation unwanted attention separation unwanted touch period products        | confidential, online safety, self esteem right to privacy age of consent stereotype peer pressure uncomfortable physical changes body image emotional changes in confidence sharing online |
| <b>DfE Statutory Requirements</b> | CAB1, FPC1, FPC2, FPC3, FPC4, FPC5, CAB1, BS3, HE1, HE3, HP3, BS2, BS3, BS7, RR1, RR7, RR8<br><b>Development Matters</b><br>PSED 3-4 -5; PSED Rec - 3; PSED ELG - 2. | PHF1, PHF3, HP3, HP4 CAB1, FPC2, FPC6, CF2, CF3, CF4, RR5, RR6, MW8, FPC6, RR8, BS1, BS2 , BS3, BS4, BS5, BS6, BS7, BS8 | CF3, MW2, CAB1 BS1, BS2, BS3, BS4                                  | CF1, CF2, CF5, OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS3, BS4, BS5, BS7, MW3, MW4, ISH3, ISH5, ISH7, RR8, CAB1, CAB2 BFA1, BFA2       | CAB1, CAB2 RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3 FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1  | MW2, MW3, MW4, BS1, BS2, BS3, BS4, BS5, BS7, BS8 BS6, FPC6, CAB1, CAB2, FPC2, FPC4, RR1, RR2, RR3, RR4, RR5 | RR1, RR2, RR4, RR6, RR7, OR1, OR2, ISH2, ISH5 OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5, BS6, BS7, BS8, FPC2, FPC3, FPC4, FPC6, MW2, MW3, MW4, MW6, MW9, CAB1, CAB2, HP5                 |

**DfE topics and related codes:**

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| <b>Relationships Education</b><br>Families and people who care for me<br>Caring friendships<br>Respectful relationships<br>Online relationships<br>Being safe | <b>Code</b><br><b>FPC</b><br><b>CF</b><br><b>RR</b><br><b>OR</b><br><b>BS</b> | <b>Health Education</b><br>Mental wellbeing<br>Internet safety and harms<br>Physical health and fitness<br>Healthy eating<br>Drugs, alcohol and tobacco<br>Health and prevention<br>Basic first aid<br>Changing adolescent body | <b>Code</b><br><b>MW</b><br><b>ISH</b><br><b>PHF</b><br><b>HE</b><br><b>DAT</b><br><b>HP</b><br><b>BFA</b><br><b>CAB</b> |
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**DfE Statutory Guidance Categories: Relationships Education (Primary)**

By the end of primary school pupils should know:

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| <b>Families and people who care for me (FPC)</b> | <ol style="list-style-type: none"> <li>1. That families are important for children growing up because they can give love, security and stability.</li> <li>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ol> |
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|                               | <ol style="list-style-type: none"><li>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>   |
| Caring friendships (CF)       | <ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ol>   |
| Respectful relationships (RR) | <ol style="list-style-type: none"><li>1. Importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. The conventions of courtesy and manners.</li><li>4. The importance of self-respect and how this links to their own happiness.</li><li>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol> |
| Online relationships (OR)     | <ol style="list-style-type: none"><li>1. That people sometimes behave differently online, including by pretending to be someone they are not.</li><li>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>5. How information and data is shared and used online.</li></ol>   |
| Being safe (BS)               | <ol style="list-style-type: none"><li>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>8. Where to get advice e.g. family, school and/or other sources.</li></ol>   |
| Mental wellbeing (MW)         | <ol style="list-style-type: none"><li>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ol>   |



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|                                   | <ol style="list-style-type: none"><li>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ol> |
| Internet safety and harms (ISH)   | <ol style="list-style-type: none"><li>1. For most people the internet is an integral part of life and has many benefits.</li><li>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>4. Why social media, some computer games and online gaming, for example, are age restricted.</li><li>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>7. Where and how to report concerns and get support with issues online.</li></ol>   |
| Physical health and fitness (PHF) | <ol style="list-style-type: none"><li>1. The characteristics and mental and physical benefits of an active lifestyle.</li><li>2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>3. The risks associated with an inactive lifestyle (including obesity).</li><li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li></ol>  |
| Healthy eating (HE)               | <ol style="list-style-type: none"><li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>2. The principles of planning and preparing a range of healthy meals.</li><li>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li></ol>   |
| Drugs, alcohol and tobacco (DAT)  | <ol style="list-style-type: none"><li>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ol>  |
| Health and prevention (HP)        | <ol style="list-style-type: none"><li>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li><li>6. The facts and science relating to allergies, immunisation and vaccination.</li></ol>   |
| Basic first aid (BFA)             | <ol style="list-style-type: none"><li>1. How to make a clear and efficient call to emergency services if necessary.</li><li>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ol>   |



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| Changing adolescent body (CAB) | <ol style="list-style-type: none"> <li>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol> |
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### Development Matters Targets and related codes

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| Communication and Language<br>Personal Social and Emotional Development<br>Understanding the World<br>Three to Four-Year-Olds<br>Reception<br>Early Learning Goals | <b>CL</b><br><b>PSED</b><br><b>UW</b><br><b>3-4</b><br><b>Rec</b><br><b>ELG</b> |
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|--|---|
| <b>Communication and Language</b>                | <p><u>Three and Four-Year-Olds</u></p> <ol style="list-style-type: none"> <li>1. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>2. Start a conversation with an adult or a friend and continue it for many turns.</li> </ol> <hr/> <p><u>Reception</u></p> <ol style="list-style-type: none"> <li>1. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>2. Develop social phrases.</li> </ol>   |
| <b>Personal Social and Emotional Development</b> | <p><u>Three and Four-Year-Olds</u></p> <ol style="list-style-type: none"> <li>1. Develop their sense of responsibility and membership of a community.</li> <li>2. Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>3. Show more confidence in new social situations.</li> <li>4. Play with one or more other children, extending and elaboration play ideas.</li> <li>5. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>6. Increasingly follow rules, understanding why they are important.</li> <li>7. Remembering rules without needing an adult to remind them.</li> <li>8. Develop appropriate ways of being assertive.</li> <li>9. Talk with others to solve conflicts.</li> <li>10. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</li> <li>11. Understand gradually how others might be feeling.</li> <li>12. Be increasingly more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>13. Make healthy choices about food, drink, activity and toothbrushing.</li> </ol> <hr/> <p><u>Reception</u></p> <ol style="list-style-type: none"> <li>1. See themselves as a valuable individual.</li> </ol> |



2. Build constructive and respectful relationships.
3. Express their feelings and consider the feelings of others.
4. Show resilience and perseverance in the face of challenge.
5. Identify and moderate their own feelings socially and emotionally.
6. Think about the perspectives of others.
7. Manage their own physical needs: - Personal hygiene.
8. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of 'screen time', having a good sleep routine, being a safe pedestrian.

#### Early Learning Goals

1. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG - Self-Regulation)
2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG - Self-Regulation).
3. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG - Managing Self)
4. Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG - Managing Self).
5. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG - Managing Self).
6. Work and play cooperatively and take turns with others (ELG - Building Relationships).
7. Form positive attachments to adults and friendships with peers (ELG - Building Relationships).
8. Show sensitivity to their own and to others' needs (ELG - Building Relationships).

### **Understanding the World**

#### Three and Four-Year-Olds

1. Make sense of their own life-story and family's history.
2. Show interest in different occupations.
3. Continue to develop positive attitudes about the differences between people.
4. Plant seeds and care for growing plants.
5. Understand the key features of the life cycle of a plant and an animal.
6. Begin to understand the need to understand and care for the natural environment and all the living creatures.

#### Reception

1. Talk about members of their immediate family and community.
2. Name and describe people who are familiar to them.
3. Comment on images of familiar situations in the past.

#### Early Learning Goals

1. Talk about the lives of people around them and their roles in society (ELG - Past and Present).
2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG - Past and Present).