

PSHE and EYFS Learning Goals

This document demonstrates which statements from Development Matters (2020) are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE. These are met through our thematic rolling curriculum for the EYFS at Reedham Primary and Nursey School.

Three and Four-Year-Olds	Communication and Language	<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.
	Personal, Social and Emotional Development	<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. • 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.
	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.
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.
	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. • 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: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	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. • Recognise that people have different beliefs and celebrate special times in different ways.