

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: PSHE

End of Early Years Foundation Stage expectation		National Curriculum End of Key Stage 1 expectation		
<p>Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Self-confidence and Self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Making Relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p>		<p>Core theme 1: Health and wellbeing: Children understand the term healthy lifestyle and are aware how to maintain physical, mental and emotional health and wellbeing. They know how to keep physically and emotionally safe.</p> <p>Core theme 2: Relationships: Children are able to develop and maintain a variety of healthy relationships. They can recognise negative relationships including bullying and abuse and know where they can go for help. They are developing a respect for equality and diversity in relationships.</p> <p>Core theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen: Children act responsibly and have a respect for themselves and others. They are aware of different groups and communities and are developing an understanding of rights and responsibilities as citizens. They understand the importance of respecting and protecting the environment.</p>		
EYFS 1 (30-50 months)	EYFS 2 (40-60 months)	Year 1	Year 2	
<p>Managing Feelings and Behaviour:</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met. • Usually adapts behaviour to different events, social situations and changes in routine. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Selects and uses activities and activities and resources with help. 	<p>Managing Feelings and Behaviours:</p> <ul style="list-style-type: none"> • Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations of the setting. • Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. 	<p>Core theme 1: Health and wellbeing.</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • Understand about good and not so good feelings, and 	<p>Core theme 1: Health and wellbeing.</p> <ul style="list-style-type: none"> • To understand the process of growing from young to old and how people's needs change. • Understand about growing and changing and new opportunities and responsibilities that increasing independence may bring. • To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls. • To understand that household products, including medicines, can be harmful if not used properly. • To understand the rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, 	

	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards familiar people and more confident in new situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Plays in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Describes self in positive terms and talks about abilities. • Choose equipment necessary to complete a task. • Willingly participate in a wide range of activities. • Shows enthusiasm and excitement when anticipating and engaging in certain activities. • Confident in speaking in front of a small group. • Takes steps to resolve conflicts with other children. <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Initiates conversation, attends to and takes account of what others say • Explains own knowledge and understanding, and asks appropriate questions of others • Takes steps to resolve conflicts with other children, e.g. finding a compromise 	<p>develop a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <ul style="list-style-type: none"> • To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). • To know the importance of and understand how to maintain personal hygiene. • To know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. <p><u>Core theme 2: Relationships.</u></p> <ul style="list-style-type: none"> • To communicate their feelings to others and to recognise how others show feelings and how to respond. • To understand how their behaviour affects others. • To know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. • To recognise what is fair and unfair, kind and unkind, right and wrong. • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through 	<p>safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets).</p> <ul style="list-style-type: none"> • To know about the people who look after them, their family networks, who to go to if they are worried and how to attract their attention, and ways that children can help these people to look after them. • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask', 'I'll tell'. <p><u>Core theme 2: Relationships.</u></p> <ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). • To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To know the different types of teasing and bullying, and to know that these are wrong and unacceptable.
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