PSHE through the Early years at St Mary's

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

In Nursery and Reception we teach PSHE through the prime EYFS area of Personal, social and Emotional development.

Nursery

In Nursery children learn about St Mary's Big Ideas **Responsibility, Choices and Identity** through class Worship, certificates, talk time on the carpet, through stories, by supporting children's behaviour during play and responding to children's behaviour and attitudes, through our daily routines, through Christian value observations and through modelling by adults.

Responsibility

Nursery children learn about **Responsibility** through day to day expectations in the nursery such as looking after each other, the environment and the toys. Children listen to stories about responsibility and receive a Christian value post-it observation if they demonstrate the Christian Value of Responsibility. Children are given responsibilities throughout the session and also at tidy up time when they are put into teams and are given the responsibility of tidying a specific area of the classroom. The children visit the elderly residents of Hadleigh at Sydney Brown Court to help them understand about being responsible in the community.

Choices

Nursery children are encouraged to make good choices and are praised for doing so. They may also receive a Christian Value post-it or certificate for making good choices. Making good choices is also supported by reading stories that explore feelings such as anger, sadness, jealousy etc.

Identity

Nursery children learn about **identity** by being valued as a unique child and by being encouraged to respect each other's differences. The children have a photograph of themselves on their peg to make them feel an important member of the Nursery community. Photographs of the children are displayed around the Nursery environment and in their Learning Journeys. **Identity** is also taught through stories and by celebrating children's similarities and differences.

By the end of their time in nursery children will have had opportunities to:

- 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.

- 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. using the toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

In Reception we build upon the children's understanding of **Responsibility, Choices and Identity** through class Worship, R.E. certificates, through stories, by supporting children's behaviour during play and responding to children's behaviour and attitudes, through our daily routines, through Christian value observations, Good Learning Behaviour observations and through modelling by adults.

Responsibility

Reception children learn about **Responsibility** through class guidelines and expectations such as taking care of each other, the environment and the toys. Children listen to stories about responsibility and receive a Christian value post-it observation if they demonstrate the Christian Value of Responsibility. Christian Value observations are shared with the other children so that the child receiving it feels valued and the good behaviour is reinforced. Children are given responsibilities throughout the session such as tidy up time. At tidy up time the children are put into teams and are given the responsibility of tidying a specific area of the classroom. Children are also praised and rewarded for good learning behaviour. (G.L.B) G.L.B. observations are celebrated with the other children so that the responsible behaviour is reinforced. Responsibility is also taught through the Reception R.E. units. Reception children are also expected to show **Responsibility** towards the younger children in Nursery as we work as a unit.

Choices

Reception children are expected to make good choices and are praised for doing so. They may also receive a Christian Value post-it or certificate for demonstrating making good choices. Making good choices is also supported by reading stories that explore feelings such as anger, sadness, jealousy etc. Children are also praised and rewarded for good learning behaviour.' (G.L.B.) G.L.B. observations are celebrated with the other children so that good **Choices** are reinforced. **Choices** is also taught through the Reception R.E. units. Reception children are also expected to model good **choices** towards the younger children in Nursery as we work as a unit.

Identitiy

Reception children learn about **identity** by being valued as a unique child and by being encouraged to respect each other's differences. The children have a photograph of themselves on their peg to make them feel an

important member of the class. Photographs of the children are displayed around the classroom environment and in their Learning Journeys. A celebrations display shows photographs of the children celebrating in different ways. **Identity** is also taught through stories and by celebrating children's similarities and differences such as 'All kinds of people.'

By the end of their time in Reception children will have had opportunities to:

- 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 such as hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

By the end of their time in Reception most children will be able to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.