

# PSHE EYFS to KS1 bridge



PSHE			
EYFS Curriculum		How this is achieved through our drivers	PSHE Key Stage 1
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> </ul>	<p>We teach <b>JIGSAW</b> from Nursery to Year 6.</p> <p>By the end of Reception, the children will have covered the following topics:</p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and Responsibilities</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul> <p><b>Dreams and Goals</b></p>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts</li> </ul>	



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		<p>and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Falling out</li> <li>Bullying</li> <li>Being a good friend</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
	<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>		<p><b>Year 2</b></p>
	<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>		<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> </ul>



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		<ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Safe and fair learning environment</i></li> <li>• <i>Valuing contributions</i></li> <li>• <i>Choices</i></li> <li>• <i>Recognising feeling</i></li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• 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>• Develop social phrases.</li> </ul>	<p><b>Additional Activities</b></p> <ul style="list-style-type: none"> <li>• Circle time games where the children learn to take turns</li> <li>• Discussions about feelings</li> <li>• Flashcards are used for different emotions to reinforce feelings relating to behaviours, which are included in the 'calm space' area of the classroom</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• <i>Assumptions and stereotypes about gender</i></li> <li>• <i>Understanding bullying</i></li> <li>• <i>Standing up for self and others</i></li> <li>• <i>Making new friends</i></li> <li>• <i>Gender diversity</i></li> <li>• <i>Celebrating difference and remaining friends</i></li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practitioner modelling and interactions during focused activities</li> <li>• Visitors e.g. dentist, nurse, police officer, as well as visitors to broaden experiences e.g. animal man</li> <li>• Celebration collective worship</li> <li>• Informal, frequent references to the school rules</li> <li>• Following the school behaviour policy</li> <li>• Regular references to washing hands, and basic hygiene</li> <li>• Focus upon dental hygiene throughout Early Years working with parents</li> <li>• Importance of healthy eating when discussing the lunch menu each day</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• <i>Achieving realistic goals</i></li> <li>• <i>Perseverance</i></li> <li>• <i>Learning strengths</i></li> <li>• <i>Learning with others</i></li> <li>• <i>Group co-operation</i></li> <li>• <i>Contributing to and sharing success</i></li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• <i>Motivation</i></li> <li>• <i>Healthier choices</i></li> <li>• <i>Relaxation</i></li> <li>• <i>Healthy eating and nutrition</i></li> <li>• <i>Healthier snacks and sharing food</i></li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• <i>Different types of family</i></li> <li>• <i>Physical contact boundaries</i></li> <li>• <i>Friendship and conflict</i></li> <li>• <i>Secrets</i></li> <li>• <i>Trust and appreciation</i></li> <li>• <i>Expressing appreciation for special</i></li> </ul>

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			<ul style="list-style-type: none"> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>• Class collective worships to celebrate work and practise sharing with peers</li> <li>• Circle time to take it in turns to develop social and emotional skills</li> <li>• Priority within continuous provision for adult interaction, as well as a clear focus from all adults to enhance peer on peer interaction and communications</li> </ul>	<p><i>Relationships</i></p> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• <i>Life cycles in nature</i></li> <li>• <i>Growing from young to old</i></li> <li>• <i>Increasing independence</i></li> <li>• <i>Differences in female and male bodies (correct terminology)</i></li> <li>• <i>Assertiveness</i></li> <li>• <i>Preparing for transition</i></li> </ul>
	<b>Physical Development</b>		<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully:                             <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>		
	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		
<b>Early Learning Goal</b>	<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and forth exchanges with their teachers and peers.</li> </ul>		
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		



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<b>Personal, Social and Emotional Development</b>	<b>Self Regulation</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>		
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>		
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>		

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			<ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul>		
	<b>Physical Development</b>	<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>		
	<b>Understanding the World</b>	<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>		