

# Foundation Stage 2

## PSHE

(including RHE)



## Curriculum



**PORTER CROFT**  
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world.

In Foundation Stage, there are 17 areas of learning which make up the Foundation Curriculum and Personal, Social and Emotional Development (PSED) is one of the key strands which is woven into daily FS2 learning and activities.

Within this strand of development, the curriculum focus on these areas:

### Self-Regulation

Children at the expected level of development will:

- 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 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.

### Managing Self

Children at the expected level of development will:

- 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.

### Building Relationships

Children at the expected level of development will:

- 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.

PSHE in Foundation Stage 2 is interwoven into all areas of learning, from getting changed for PE, following rules during small group sessions, turn taking in the outside provision to understanding differences in ourselves and others in Understanding the World sessions. We aim to provide an enabling environment so that children feel safe to learn how to manage emotions and build positive relationships.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

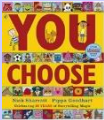
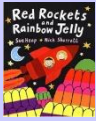

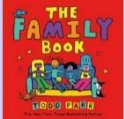
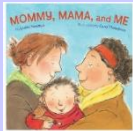

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use 'No Outsiders' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught,

### Enabling Environments

- Children thrive within environments that support their individual and diverse development needs.
- Enabling Environments offer children security, comfort, choice, engagement and opportunity.
- Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.
- Time outdoors benefits children by offering unique opportunities.
- Open-ended resources enable children to access and combine processes of development and learning.
- Inclusive spaces are nurturing and supportive of all children.
- Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.
- [Learning environments - Birth To 5 Matters](#)

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<u>No Outsiders</u> R, S, A 	<u>No Outsiders</u> 	<u>No Outsiders</u>  R	<u>No Outsiders</u>  R, S, MCP, D, SO, A	<u>No Outsiders</u>  MCP, SO, S	<u>No Outsiders</u>  R
2	<u>Project Evolve Online Safety</u> Self-Image and Identity L1	<u>Project Evolve Online Safety</u> Online Relationships L1	<u>Project Evolve Online Safety</u> Online Bullying L1	<u>Project Evolve Online Safety</u> Managing Online Information L1	<u>Project Evolve Online Safety</u> Privacy and Security L1	<u>Project Evolve Online Safety</u> Health Wellbeing and Lifestyle L1
3		<u>Project Evolve Online Safety</u> Online Reputation L1		<u>Project Evolve Online Safety</u> Copyright L1	<u>Project Evolve Online Safety</u> Privacy and Security L2	

Project Evolve	Self-Image and Identity L1 Online Relationships L1 Online Reputation L1	Online Bullying L1 Managing Online Information L1 Copyright L1	Privacy and Security L1 + L2 Health Wellbeing and Lifestyle L1
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PROJECT EVOLVE (ONLINE SAFETY) UNITS	
Identity and Diversity	
Autumn 1	
Project Evolve (Online Safety) Unit: Self-Image and Identity	
<p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	
<p><u>Outcome Criteria</u></p> <ul style="list-style-type: none"> <li>I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</li> <li>I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'</li> <li>I can explain how this could be better to do in real life or online</li> </ul>	

## Identity and Diversity

### Autumn 2

#### Project Evolve (Online Safety) Unit: Online relationships

**I can recognise some ways in which the internet can be used to communicate**

##### Outcome Criteria

I can name some ways that members of my family talk to each other and other people using the internet  
I can name an app, a piece of software or a technology that I use or could use to talk to people I know

#### Project Evolve (Online Safety) Unit: Online reputation

**I can identify ways that I can put information on the internet.**

##### Outcome Criteria

- I know what the word 'information' means
- I know what 'online' means
- I understand that I can put information online for others to see

## Sustainable Development

### Spring 1

#### Project Evolve (Online Safety) Unit: Online bullying

**I can describe ways that some people can be unkind online.**

##### Outcome Criteria

- Say what being 'unkind online' means to them.
- Give specific examples/ways that people can be unkind through technology and the internet.
- Recognise differences between kind and unkind behaviours.

## Sustainable Development

### Spring 2

#### Project Evolve (Online Safety) Unit: managing online information

**I can talk about how to use the internet as a way of finding information online.**

##### Outcome Criteria

- I can talk about how I can use the internet to find things out.
- I can identify devices I could use to access information on the internet

#### Project Evolve (Online Safety) Unit: copyright

## Globalisation and interdependence

### Summer 1

#### Project Evolve (Online Safety) Unit: Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

##### Outcome Criteria

- Identify and name examples of their own personal information.
- Name people they trust and why.

**I can describe who would be trustworthy to share this information with; I can explain why they are trusted.**

Outcome Criteria

- Identify and name examples of their own personal information.
- Name people they trust and why

Globalisation and interdependence

**Summer 2**

**Project Evolve (Online Safety) Unit: Health and wellbeing**

**I can identify rules that help keep us safe and healthy in and beyond the home when using technology**

Outcome Criteria

- Tell you the things that they are allowed/not allowed to do when using technology/the internet.
- Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet
- Name at least one trusted adult who can help them stay safe when using technology/internet

# EYFS 2021 - PSED

## Self-regulation

### **What is self-regulation?**

Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.

Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance.

- (*Birth to 5 Matters Self-regulation - Birth To 5 Matters*)

### **What is emotional literacy?**

Helping children to recognise, understand and express their emotions.

### **What is child mental health?**

"Good mental health is key to a happy and healthy life. Mental health is not only the absence of mental illness, but the ability to feel good and function well, to sustain strong relationships and to thrive.

A wealth of evidence shows that early childhood experiences and development shape mental health in childhood and later life. Nurturing relationships and positive experiences in the important period from pregnancy to preschool can lay strong foundations for good mental health. Conversely stress and adversity can increase the risk for mental health problems in later life."

**ELG: Show an understanding of their own feelings and those of others and begin to regulate their own behaviour accordingly**

### **What we do at school**

Provide visuals e.g., Emotion images - communication in Print, photos

Provision of 'calm' spaces with fidget toys, ear defenders, child specific regulator e.g. blanket. Access to the outdoor environment - wider space for outlet of emotions or calm/quiet space. Mirrors (large or small) to explore emotions

Zones of regulation: we talk to children about their feelings and attribute their emotions to a colour so they know how they are feeling. This also means we can help them to manage how they feel and get them back into the 'green happy zone'.

## Zones of Regulation



[the zones of regulation: a social emotional learning pathway to regulation](#)

### Books & resources:

Feelings fans/wheels/stones.

The Colour Monster - Anna Lenas

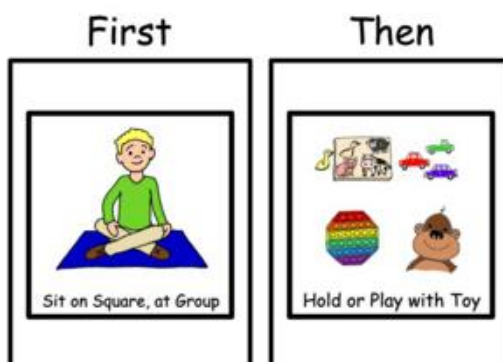
Hug - Jez Alborough

The Great Big Book of Feelings - Mary Hoffman

**ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate**

Enabling Environment:

Use visuals - task specific, sand timers/ wait cards/ alternative choices





**ELG: Give focused attention to what the teacher says, responding appropriately when engaged in activity and to show an ability to follow instructions involving several ideas and actions**

Environment:

Use visuals to reinforce understanding of emotional states, such as feelings cards, with visual depictions of different emotions (happy, sad, anxious etc.)



### What we do in school

Characters/animals to relate emotions - What's bugging you? Game, use photos of bugs/animals and torches. Give each bug/animal an emotional characteristic, e.g. scared as a spider. Shine torch on images, ask child to show what might be like if acted out e.g. scared as spider, curl up in a ball, close eyes and be quiet.

Adult models - e.g., when I get angry my tummy feels funny and my cheeks feel hot

Bubbles activities - to support taking a deep breath to calm e.g., "blow the angry clouds away"

Finger breathing - Encourage child to hold their hand up, inhale as they trace up the thumb, exhale trace down the thumb and continue with other fingers.

Playdough - freedom to squash/squeeze manipulate the dough for outlet of feelings.

Playdough faces - use creative materials to make different facial expressions to encourage feeling discussions.

Breathing and mindfulness activities - music, singing, drumming

Mirrors - play with facial expressions e.g. cross face/happy

Use puppets- make own puppets

Sorting visuals (emotion stones/pictures) into positive or negative boxes/baskets

Feelings fans/wheels/stones. Make own individual feelings fan - child draws picture for different feelings, laminate and attach to keyring.

# EYFS 2021 - PSED

## Managing Self

**ELG: Managing own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices**

NB: Promoting good oral health is a statutory requirement within the EYFS safeguarding and welfare requirements

Environment - Use visuals (CIP, photos, snack mat, routines, displays, Makaton- sign language) nose wiping stations (mirror, tissues, bin)

[Help with toileting - ERIC](#) (Downloadable visual aids)



[Veg Power](#) - This is a website to promote the benefits of eating vegetables

<https://www.sheffielddissweetenough.org/> - this is a website to help parents provide pupils with a balanced diet and know which foods might hold hidden sugars



### Books & resources

Tusk Trouble - Jane Clarke & Cecilia Johansson

Maisie, Charlie and the wobbly tooth - Lucy Cousins

Open wide, What's Inside? - Alex & Helen Rushworth

I will never not ever eat a tomato (Charlie & Lola) - Lauren Child

Oliver's vegetables - Vivian French

Sam's Sandwich - David Pelham

Healthy Me: Keeping Clean - Katie Woolley

**ELG: Explain the reasons for rules, know right from wrong & trying to behave accordingly**

Environment: Visuals: E.g., activity set up for 3 children, support 'kind' messages, Proud clouds, visual 'reward/acknowledgement' systems



**ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**

Reflect on EYFS Characteristics of Effective Learning

[Learners for life: Characteristics of Effective Learning - Birth To 5 Matters](#)

### Characteristics of Effective Learning

**Active Learning (motivation)**  
Being involved and concentrating

- Maintaining focus on their activity for a period of time.
- Showing high levels of energy, fascination.
- Not easily distracted.
- Paying attention to details.

**Active Learning (motivation)**  
Keeping on trying

- Persisting when challenges occur.
- Showing belief that more effort or different approach will pay off.
- Bouncing back after difficulties.

**Active Learning (motivation)**  
Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoy meeting challenges for their own sake rather than for external reward or praise

**What we do at school?**

Role play area - varied clothing to practice fastenings, dental surgery,

Invite local dentist/hygienist

Sorting 'real' or plastic food items

Walk to local shop to buy food items for snack

Growing

Food preparation, cooking, baking activities

Be healthy food detectives - use NHS scanner app

[NHS Food Scanner app - Healthier Families - NHS \(www.nhs.uk\)](https://www.nhs.uk/healthier-families/nhs-food-scanner-app)

Wide range of activities around food and healthy eating - Food a Fact of Life

[3 - 5 Years - Food A Fact Of Life](#)

Use persona dolls/puppets

Children involved in creating own rules, e.g. helping a friend, sharing.

Create a 'children's council'

'All about me' activities'- individual books, displays

'Hello' & greeting songs

# EYFS 2021 - PSED

## Building Relationships

Enabling environments: Welcoming, inclusive and accessible where children feel they belong - photos, greetings in home languages, wide selection of resources reflecting diversity and gender.

**ELG: Work and play co-operatively and take turns with others**

**ELG: Form positive attachments to adults and friendships with peers**

Reflect on 'Attachment and the role of the key person'

### Key points

The key person helps the child to feel known, understood, cared about, and safe.

The key person role involves a triangle of trust with the child and family.

An effective key person approach needs strong leadership and committed practice.

Children benefit most when their key person has special qualities and dispositions.

[Attachment and the role of the key person - Birth To 5 Matters](#)

**ELG: Shows sensitivity to their own and others' needs**

### What we do at school

Suggested Activities:

Parachute games

Ring games

Setting a challenge - e.g., build constructions - providing materials e.g., loose parts outdoors for children to collaborate in different ways

Shared responsibilities (setting up for snack)

Use persona dolls/puppets

Social stories

Circle time - activities using photos of key people and children

# EYFS 2021 - Understanding The World

## People, Culture and Communities

Inclusive practice and equalities - Each child and family bring their own identity, values and their unique funds of knowledge that are built over time by taking part in the practices of their community.



### Birth to 5 Matters

Enabling environments: Welcoming, inclusive and accessible where children feel they belong - Examples photo books, displays, greetings in home languages, wide selection of resources reflecting diversity and gender.

**ELG: Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.**

### Books & resources

Full, Full, Full of love - Trish Cooke

My Hair - Hannah Lee

My Family Your Family, Let's talk about relatives, love and belonging

Alfie's Angels - Henrietta Barkow

And Tango Makes Three - Justin Richardson

My Mum is a Firefighter - Lois Grambling

### What we do at school

Use mirrors and creative materials to create images of self and family

Visits to different community spaces

Invite parents/family members to share life experiences, read stories in home language, cooking, music

Cultural capital?

British values?

General - links, training and further guidance

[Personal, social and emotional development - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/guidance/personal-social-and-emotional-development-help-for-early-years-providers)

[Birth To 5 Matters - Guidance by the sector, for the sector](#)

[Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/development-matters)

[Video Library for Early Years Training - Siren Films](#)

[Early Years Practitioner Guidance | Babies, Young Children Mental Health & Wellbeing | Early Years In Mind | Anna Freud Centre](#)

[Early Childhood - Understanding the journey - Centre for Early Childhood](#)

[Start Well Sheffield - Facebook](#)