



Bridging from EYFS into Year One- PSHE/PSED

Beginning in **Early Years**, children learn about self-regulation, which includes beginning to regulate their behaviour, understand their feelings and learn how to follow instructions. Children begin to develop skills and knowledge on how to manage themselves including resilience, knowing right from wrong and managing their own basic hygiene and personal needs. Finally, in Early years, children begin to build relationships and learn about co-operation, turn taking, sensitivity to others needs and forming positive relationships with adults and peers. From **Key Stage 1**, the PSHE curriculum at Stanley Grove is designed to continue with building upon this knowledge with both the Autumn and Spring strands. In Autumn, children learn how to stay healthy by discussing food choices, hygiene including teeth and washing hands. In Spring, children learn about identifying feelings, recognising unkind behaviour and explore relationships including inappropriate/appropriate touch and people who care for them. Following this, children in **Key Stage 2** will continue to build upon knowledge on health and wellbeing including mental health, puberty and drugs. Lessons on relationships and emotions continue to develop in Spring throughout Key Stage 2 ranging from healthy relationships, marriage and respect to bereavement, emotional changes and stress.

PSHE Strands	End of Nursery 	ELG End of Reception 	Year One
Rights and Responsibilities	<ul style="list-style-type: none"> To take turns with other To show good sitting, good listening, good looking, keeping hands and feet to themselves at group times To look after the toys and equipment and help to tidy up. To use the visual timeline to understand the daily routine. To make a clear choice about where to play. To be a responsible 'Handy Helper'. To tidy up resources that I've used. To follow all of the Nursery expectations To select and use activities and resources, to achieve a goal that I've chosen. To ask for help when I have a conflict. To follow the Nursery rules unprompted. To talk about why the Nursery rules are important 	<ul style="list-style-type: none"> To follow familiar, routine instructions independently. To say 'please', 'thank you' and 'excuse me' at appropriate times. To behave appropriately in accordance with the class rules. To behave appropriately in accordance with the class rules. To follow a simple instruction as part of a group, e.g. sit down, let's go outside. To talk about why we take turns, wait politely, tidy up after ourselves, use manners and so on. about when they have felt this way. To take turns with a little support from an adult or with the systems in place, e.g. sand timers To discuss the consequences of my behaviour. when necessary. To set my own goals and achieve them. To recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. To begin to solve small conflicts, without adult support, by speaking to my peers and being assertive To develop my problem solving skills, by talking through how I resolved a problem or difficulty. 	How do we decide how to behave? Rules; good and bad behaviours; good about me; being a good listener

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	To find solutions to quarrels.	To create rules and codes for behaviour within the classroom.	
Feelings and Friendship	<p>To express my emotions; happy, sad, excited, cross, tired, frustrated, upset.</p> <p>To find out about emotions through stories.</p> <p>To separate from my parent with some support.</p> <p>To play alongside other children without adult support.</p> <p>To play simple turn taking games with adult support.</p> <p>I am showing interest in the other children's play.</p> <p>To talk about my feelings.</p> <p>To wait for my turn.</p> <p>Develop confident when exploring new places in the school building.</p> <p>To enter the classroom without adult support at the start of the day.</p> <p>To take part in new experiences confidently.</p> <p>To respond to what others are saying or doing in play.</p> <p>To show friendly behaviour with peers and familiar adults.</p> <p>To talk about my feelings in more elaborated ways.</p> <p>To manage my feelings when angry, upset or worried</p> <p>I am more confident in new social situations.</p> <p>To initiate my own play activities and play happily with one or more child</p> <p>To manage my emotions and show effortful control.</p> <p>To think about how others might be feeling and why.</p> <p>To try to help if someone is upset or angry.</p> <p>To solve conflicts with others.</p> <p>I am showing more confidence in new social situations.</p> <p>To cope with small changes in the daily routine.</p> <p>To make up games to play with friends.</p> <p>To extend and elaborate play ideas.</p> <p>To talk to unfamiliar people.</p> <p>Begin to see different points of view.</p> <p>To talk about moving to a new class and year group.</p> <p>To Initiate conversations and take account of what others say.</p> <p>To find solutions to quarrels.</p>	<p>To express my feelings and give simple reasons about why I feel that way.</p> <p>To identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried</p> <p>To build constructive and respectful relationships with staff and peers.</p> <p>To demonstrate friendly behaviour, with new peers.</p> <p>To consider the feelings of others.</p> <p>To try new activities independently, with an adult or with peers.</p> <p>To make new and different friends so forming a wider friendship circle</p> <p>To identify strategies for staying calm even when I'm frustrated.</p> <p>To recognise when a peer is upset or cross.</p> <p>To wait with increased patience, * To make some closer friendships and seek out these friends to initiate play.</p> <p>To show kindness towards others by helping, listening and supporting them.</p> <p>To join in with a group of children who are playing and listen to their viewpoints and suggestions.</p> <p>To "bounce back" quicker after upsets and with more independence.</p> <p>To explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</p> <p>I understand how my actions affect other people.</p> <p>To take turns in conversation, listen to others views. To show empathy in simple ways.</p> <p>Begin to understand that at times my friends will want to play with others but that doesn't mean they are not my friend.</p> <p>I understand that discussion of thoughts is key and I'm beginning to learn that my friends may not always want to play what I want but that's ok.</p> <p>To initiate conversations and attend to and take account of what others say.</p> <p>To identify and model kind and considerate behaviour to both staff and peers.</p> <p>To link events (in books, real life etc) with feelings and discuss them.</p>	<p>What are feelings? How can feelings and bodies be hurt? What is good about me? (emotions and self- esteem)</p> <p>How do I manage my feelings? (change and loss- babies, moving house- abroad and death)</p>

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		<p>To hold back & forth conversations, listening to my peers' ideas and responding appropriately.</p> <p>To show understanding of another child's perspective in discussion.</p> <p>To moderate my own feelings when I've experienced anger or frustration.</p> <p>To set my own goals and achieve them.</p>	
Identify	<p>To notice differences between myself and others.</p> <p>To talk about myself and my family.</p> <p>Begin to see different points of view.</p>	<p>To describe myself in positive terms and talk about abilities.</p> <p>I am confident to speak to others about own needs, wants, interests and opinions.</p>	<p>What makes us special?</p> <p>Unique me; feelings, difference and similarities between people including boys and girls; special people in our lives.</p>
Money			<p>What can we do with money? Wants and needs; different types of money; saving money; keeping money safe.</p>
Health	<p>To use the toilet with prompts and support.</p> <p>To wash and dry my own hands with prompts.</p> <p>To use the toilet independently.</p> <p>To talk about why I need to clean my teeth and how to do this.</p> <p>To talk about healthy food choices.</p> <p>To talk about why we wash our hands throughout the day.</p> <p>To Identify healthy foods.</p> <p>To talk about how we keep our bodies healthy.</p> <p>To talk about what happens if we don't clean our teeth or visit the dentist.</p> <p>To discuss healthy food choices and sort healthy foods from less nutritional food.</p>	<p>To manage my own needs - use the toilet, wash and dry hands.</p> <p>To talk about why it is important to wash and dry my hands thoroughly.</p> <p>I understand the importance of sleep and sleep routines.</p> <p>To discuss healthy food choices and sort healthy foods from less nutritional food.</p> <p>To talk about the importance of physical activity on our body and mind</p> <p>To talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked.</p> <p>To talk about sensible amounts of 'screen time'.</p>	<p>How do I look after myself inside and outside?</p> <p>Looking after our teeth; hygiene; different feelings and managing feelings; being healthy.</p>
Safety and Risk		<p>To be a safe pedestrian and explain what it means to adhere to road safety rules.</p>	<p>How do I keep safe? Good and bad secrets; feeling uncomfortable in a situation; stranger danger. Rules for staying safe at school, home and outside; emergencies.</p>