



Learning in EYFS:

What PSHE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for PSHE.

There are no longer specific ELGs or development matters statements for PSHE. However, we still teach them the necessary skills as part of our Curriculum. The most relevant statements for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Understanding the World

PSHE		
Reception	Personal, Social and Emotional Development	Build constructive and respectful relationships. See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing.
	Communication and Language	Articulate their ideas and thoughts in well-formed sentences.
	Understanding the World	Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in the country and life in other countries.
ELG	Personal, Social and Emotional Development	Self Regulation Managing Self Building Relationships
		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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

			<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>
	Understanding the World	Past and Present/People, Culture and Communities	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and culture communities in this country, drawing on experience and what has been read in class.</p>
	Communication and Language	Listening, Attention and Understanding/ Speaking	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p>

Notes