



## PSHE MATTERS EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me	Celebrations	Frozen/Dear Polar Bear	Our Local Area Maps Let's build	Growing & Changing In the Garden	Around the World At the Seaside
Links to PSHE MATTERS					
<b>Being Me – Difference &amp; Diversity</b> – we are all different. <b>Drug education</b> – being ill, medicines, visit from optician, <b>Relationships</b> – families/peers/friends <b>Being safe</b> – safety around school KPS rules, continuous provision, safety around the home. <b>Being Healthy</b> – Importance of good oral health (F1) importance of eating, healthy faces. <b>Changes</b> – how things have changed through time – toys. <b>Money Matters</b> Can we have everything we want? <b>Being Responsible</b> Classroom resources & expectations Hygiene Class rules & manners	<b>Difference &amp; Diversity</b> – people and families, cultural dressing up, Diwali, Hannukah, Christmas. <b>Changes</b> – Autumn <b>Being safe</b> – fireworks safety <b>Being responsible</b> – how to look after pets on Bonfire Night. <b>Bullying Matters</b> -things that make us unique.	<b>Emotions</b> – exploring emotions <b>Relationships</b> – being kind <b>Being Responsible</b> – understanding 'right and 'wrong' <b>Changes</b> – winter, freeing and melting, exploring the school environment. <b>Difference &amp; Diversity</b> – Chinese New Year <b>Being safe</b> – Internet safety day screen time and internet safety – rules for using technology. Things that make you feel scared.	<b>Being Me</b> – membership of a community <b>Being safe</b> – road safety, Talking about levels of risks whilst out and about – keeping ourselves safe Safer journey anthem. Goldilocks or LRRH story. <b>Being responsible</b> – looking after our environment – recycling <b>Money Matters</b> – talk about money, jobs <b>Drugs</b> – Story of Goldilocks and going into strangers' homes. <b>Being Responsible</b> Classroom environment How can we look after our community?	<b>Growing up</b> – how I have changed since I was a baby. Planting & growing seeds – what do they need to grow? <b>Changes</b> – observing change as seeds grow. Observation of life cycles, new additions to the family. <b>Being safe</b> – talking about plants/ seed etc and not eating them. My body belongs to me story. <b>Changes</b> – how things have changed through time – transport and Kimberley (F2).	<b>Changes</b> – transitions into next classes Reception/Year 1 <b>Difference &amp; Diversity</b> Talking about different ways of life around the world. <b>Being safe</b> – sun safety <b>Being Responsible</b> – rubbish at the seaside <b>Bullying Matters</b> Thinking about issues from the viewpoint of others.

## Environments

<p><b><u>Drugs Education</u></b> Set up a doctors' surgery with a waiting room, link to the nursery rhyme 'Miss Polly had a Dolly.' Have a phone, appointment books, prescription pads etc. Get well cards.</p>	<p><b><u>Changes</u></b> Where possible allow children to create their own paint colours, playdough or models by having equipment and resources available for self-selection.</p>	<p><b><u>Changes</u></b> Explore the local environment.  Exploring/investigating science area: Explore changes in ice/water in different parts of the learning environment. Children decide where to put their ice. Will it thaw as quickly outdoors as indoors near the radiator? How does it change?</p>	<p><b><u>Drugs Education</u></b> Set up role play space for 'Goldilocks and The Three Bears.' Enable children to retell the story. What are the dangers for Goldilocks? Should she have gone into the strangers' house? Should she have eaten from the bowls? How did she know that what was in them was safe? What are other dangers for Goldilocks</p>	<p><b><u>Growing Up</u></b> Provide a range of fiction and non-fiction books across the learning environment which explore growing and life cycles.</p>	<p><b><u>Drugs Education</u></b> Set up a beach area- include sun hats, umbrellas, empty bottles of sun cream, sunglasses, t-shirts, sand pit, tent, chairs etc. Discuss the importance of sun safety and what happens if safety guidance is not followed. How do we use sun cream? E.g. Is it safe to drink?</p>
<p>Set up a hospital including stethoscope, bandages, thermometer, bed, charts, water etc</p>		<p><b><u>Money Matters</u></b> Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes. Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change</p>	<p><b><u>Changes</u></b>  Explore the local environment.</p>	<p>Set up an observation area with tadpoles, butterflies, incubating eggs or similar so that children can watch the stages of a life cycle. Add non-fiction books, magnifying glasses, cameras, notebooks, life cycle puzzles, small world model animals including mini beasts, farm and zoo animals.</p>	<p><b><u>Exploring Emotions</u></b> Set up a sand/water tray with a holiday theme. Include buckets and spades, shells, small world figures, sea creatures, fishing nets etc.</p>
<p>Set up a role play area including a place to make medicines and potions, using water, food colourings, essences, flower petals, small pots,</p>	<p>Explore the local environment.</p>	<p><b><u>Being responsible</u></b> Small world polar regions – why is looking after our world so important?</p>	<p><b><u>Being Me</u></b> Add hairdresser's equipment to your role play. Towels, capes, combs, mirrors, magazines and styling heads. Talk about</p>	<p>Have a baby clinic in your role play area where children can weigh, measure, wash and change babies. Add dressing up clothes so that children</p>	<p><b><u>Changes</u></b> Enable a shop role play area where children can buy the clothes and accessories they need to be appropriate for the</p>

test tubes, funnels, pipettes, syringes etc. Talk to children about the safety of medicines, how these would help poorly characters recover and what they would do if they didn't help.			different types and colours/styles of hair.	can role play as parents or grandparents.	weather, as it changes so quickly. Children can bring items from home for this shop.
What would happen if too much is taken? Who gives the medicine? Can children list their ingredients and make recipes for their own medicines?	<b>Bullying Matters</b> Use 'Giraffe is left out' to plan a birthday party using jelly.		Set up a block play area with a selection of different wooden blocks with free access to small world people and construction vehicles close by. Put up photographs of houses and buildings near your school. Provide paper, clipboards, felt pens and hard hats so that children can build their own community. Encourage children to plan together, co-operate, take turns and show pride in their work.	<b><u>Changes</u></b> Set up an area to represent a family where a new baby has arrived. Provide dolls, clothes, toys, bath, nappies, bottles, highchair etc	<b><u>Being Me</u></b> Set up a water-play area with fishing rods, nets, fish, sea creatures, pebbles, shells etc. Help children to recount the story of 'Barry the Fish with Fingers.' How was he different, how did he help his friends?
Play musical statues and ask the children to move their body in different ways. How does exercise make them feel? Why is doing exercise good for us?			<b>Money Matters</b> Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes.		<b>Being Responsible</b> Set up an underwater area – introduce litter. How does it make them feel etc? Role play area – explorer Hide animals around the environment for them to

			Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change		find. – human effects on habitat.
Invite an optician into school. Set up an opticians and include an eye test chart etc. When might we use medicines for our eyes?			<b>Being safe</b> Set up a road crossing area – can the children cross the road safely? Create a dressing up area which includes costumes from the emergency services. Include telephones so that the children can practise ringing 999 and asking for help, saying name and where they live. Children investigate the inside and outside areas for what they think is safe and unsafe.		<b>Bullying Matters</b> Making boats – competition Which boat can hold the most before it sinks?  Set up a pirate role play area. Make a message in a bottle.
<b>Changes</b> Encourage children to be independent with dressing and undressing for PE and outdoors by making sure they can access coats, hats, gloves and PE kit easily.					
<b>Being Me</b> Add hairdresser's equipment to your role play. Towels, capes, combs, mirrors, magazines and					

styling heads. Talk about different types and colours/styles of hair.					
<b>Money Matters</b> Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes. Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change Pet shop					
<b>Bullying Matters</b> Discuss bullying regularly.					
<b>CONTINUOUS PROVISION</b>					
<b><u>Being Healthy</u></b> 'Hydration Station': Set up a self- service area where children can help themselves to water. Include a container for clean and dirty cups. Include a display which explains why water is good for the body. 'Drink to Think' etc.	<b><u>Being Healthy</u></b> 'Refreshment Station': Set up a homely, welcoming, self-service snack area with tongs, cutlery etc. to develop fine motor skills. Include the Eat Well Plate in the Middle of the table. <a href="https://www.foodafactoflif e.org.uk/3-5-years/ healthy-eating/eatwell- guide/">https://www.foodafactoflif e.org.uk/3-5-years/ healthy-eating/eatwell- guide/</a>			<b>Growing Up</b> Include a range of dressing up resources to represent different ages in the home. Include resources that may encourage different roles within the age groups.	
Set up a home corner kitchen where children play out their experiences e.g. cooking, washing up, laying the table, talking about healthy food options, how they cook food, what they need etc.					

<b>Being Me</b> Ensure role play props reflect different ethnicities and cultures, including the unfamiliar.					
<b>GROWING UP</b> Provide a range of dolls, teddy bears and clothing that encourages dressing and helps develop motor skills					
<b>Changes</b> Experience, explore and notice changes in properties of sand, wet or dry and water.					
<b>Drugs</b> Follow rules Develop ways of being assertive.					
<b>Relationships</b> Snack areas for children to socialise. Settling minor disputes Problem solving activities					
<b>Being Responsible</b> Classroom resources & expectations					
<b>Bullying Matters</b> Provide opportunities to share and celebrate the diversity within the classroom and in the community.	Diwali Hanukkah Christmas	Chinese New Year	Easter Ramadam & Eid		
<b>OUTSIDE CONTINUOUS PROVISION</b>					
Use outdoor learning opportunities to promote physical activity. Include changing clothing such as waterproofs, wellington boots and hats. Reflecting often with the children how nature, fresh air and exercise can make us feel					
This could be a mud kitchen outdoors.					
<b>GROWING UP</b> Provide a range of dolls, teddy bears and clothing that encourages dressing and helps develop motor skills.  Ensure coats, bags and other outdoor clothing and footwear are accessible. Provide a seating area for children to change shoes/boots.					
<b>Changes</b> Encourage children to be independent with dressing and undressing for outdoors by making sure they can access coats, hats, gloves and PE kit easily.					

Have a welly rack or tree with bench seating near the door
<b>Being Me</b> Add different dressing up props and equipment to your role play area (indoors and outdoors) so that children can act out different roles e.g. a mechanic, a nurse, a ballerina, a scientist. Display pictures of jobs people do with the intention of removing gender stereotypes
Ensure that books, posters and props represent differences in age, ethnicity and ability and challenge
<b>Being Safe</b> Talking and teaching children to make their own risk assessments during their daily experiences.
<b>Relationships</b> Spaces for children to socialise together.
<b>Bullying Matters</b> Enough equipment for the number of children allowed to play.