



# Ferndale Primary and Nursery School

## PSHE: Year FS

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <ul style="list-style-type: none"> <li>Expresses his/her feelings and considers the feelings of others. (Self-Regulation)</li> <li>Is able to identify and moderate his/her own feelings socially and emotionally. (Self-Regulation)</li> <li><b>Can set and work towards simple</b></li> </ul>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <ul style="list-style-type: none"> <li>Sees himself/herself as a valuable individual. (Managing Self)</li> <li>Shows resilience and perseverance in the face of challenge. (Managing Self)</li> <li><b>Is confident to try new activities and shows</b></li> </ul>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <ul style="list-style-type: none"> <li>Manages his/her own needs around personal hygiene. (Managing Self)</li> <li><b>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food</b></li> </ul>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <ul style="list-style-type: none"> <li><b>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG). (Managing Self)</b></li> <li>Builds constructive and respectful relationships. (Building Relationships)</li> </ul>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>



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<p><b>goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG). (Self-Regulation)</b></p> <ul style="list-style-type: none"> <li>• Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG). (Self-Regulation)</li> </ul>		<p><b>independence, resilience and perseverance in the face of challenge (ELG). (Managing Self)</b></p>	<p><b>choices (ELG). (Managing Self)</b></p> <ul style="list-style-type: none"> <li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity. (Managing Self)</li> <li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating. (Managing Self)</li> <li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing. (Managing Self)</li> <li>• Knows and can talk about the different</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks about the perspectives of others. (Building Relationships)</li> <li>• <b>Forms positive attachments to adults and friendships with peers (ELG). (Building Relationships)</b></li> <li>• <b>Shows sensitivity to his/her own and to others' needs (ELG). (Building Relationships)</b></li> <li>• <b>Works and plays cooperatively and takes turns with others (ELG). (Building Relationships)</b></li> </ul>	
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			<p>factors that support his/her overall health and wellbeing; sensible amounts of 'screen time'. (Managing Self)</p> <ul style="list-style-type: none"><li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine. (Managing Self)</li><li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian. (Managing Self)</li></ul>		
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Language Enrichment	First Hand Experiences	Purpose/life skills	Previous Knowledge
<p>Understand emotions through film clip: inside out and develop emotional language through stories</p> <p>Labelling emotions</p> <p>Positive mindset</p> <p>vocabulary...can't do it yet</p> <p>Through role-play, modelling language and how to interact with peers</p> <p>Books/story: explore emotions, problem solving, developing listening skills eg. stickman, giraffes can't dance.</p> <p>Learning to have moments of quiet (when to talk)</p>	<p>Emotions chart/mirror</p> <p>Lizzie Bean characters- we are all unique</p> <p>Circle time: favourite/like</p> <p>All about me books</p> <p>Trying new foods – snack time, events such as eid</p> <p>Party days -develop social skills</p>	<p>Problem/solution for real life issues eg. argument at playtime</p> <p>Personal hygiene – washing hands</p> <p>Class rules</p> <p>Responding to children ideas</p> <p>Building friendships</p> <p>Speaking and listening skills: circle time (how we respond to others/listen to others.</p>	<ul style="list-style-type: none"> <li>• Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her. (Self-Regulation)</li> <li>• Is developing his/her sense of responsibility and membership of a community. (Self-Regulation)</li> <li>• Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (Self-Regulation)</li> <li>• Increasingly follows rules, understanding why they are important. (Self-Regulation)</li> <li>• Does not always need an adult to remind him/her of a rule. (Self-Regulation)</li> <li>• Is developing appropriate ways of being assertive. (Self-Regulation)</li> <li>• Talks with others to solve conflicts. (Self-Regulation)</li> <li>• Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Self-Regulation)</li> <li>• Observation checkpoint: Can settle to some activities for a while. (Self-Regulation)</li> <li>• Is showing more confidence in new social situations. (Managing Self)</li> <li>• Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands</li> </ul>



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			<p>thoroughly. (Managing Self)</p> <ul style="list-style-type: none"><li>• Is able to make healthy choices about food, drink, activity and toothbrushing. (Managing Self)</li><li>• Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting. (Building Relationships)</li><li>• Plays with one or more other children, extending and elaborating play ideas. (Building Relationships)</li><li>• Is beginning to understand how others might be feeling. (Building Relationships)</li><li>• Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?. (Building Relationships)</li><li>• Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone? (Building Relationships)</li><li>• Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy'). (Building Relationships)</li><li>• Observation checkpoint: Takes part in pretend play with different roles -being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play. (Building Relationships)</li></ul>
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