An insight into PSHE/C within the Early Years at Bellingham

How does PSHE/C link to the Early Years Foundation Stage Profile?

Personal, Social and Emotional Development

Self-Regulation - 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 - 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 - 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.

What does PSHE/C look like within the Early Years classroom?

These are some of the things you might see which link to PSHE/C. ♥ Children playing alongside one another, making conversation and sharing resources ♥ Children exploring their own thoughts and ideas during ‘planning’ and ‘review’ times. These sessions are directed by adults to support the development of critical thinking skills. ♥ Children recreating familiar events in a role-play form. e.g. making cups of tea in the house area or putting the babies to bed. ♥ Children reading stories based around a range of family set-ups, different cultures and traditions. ♥ Adults encouraging children to make healthy choices. (fresh fruit is available each day) ♥ Adults giving verbal praise and encouragement to children to develop positive self-esteem and wellbeing.