**The LIFE Rural Primary Curriculum for**





**Personal, Social and Emotional Development**

**EYFS**

**Subject Intent Statement**

Within our Rural Primary Schools, we believe every child must be provided with the opportunity to succeed and to develop personally and socially enabling them to cope with life and live safely and happily in the modern world. Our Personal, Social, Health and Economic (PSHE) and Relationships Education (RSE) are a fundamental aspect of this and underpins all learning. Through our curriculum, our schools’ environments and the different ethos’ of our schools, we promote pupils’ self-esteem and emotional well-being, leading to boundless creativity whereby our children will confidently bring ideas to life and approach all tasks with courageous optimism. Through the teaching of PSHE and RSE, our children will form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the local community. Please also see the *LIFE Education Trust RSE Policy*.

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| **Topic/ELG** | **Key Knowledge** | **Skills Progression** | | | | **Rationale** |
| **Ourselves and Emotions**  Rules  Different Emotions  Keeping clean  Healthy Bodies | * Children learn the expectations of the classroom and around the school. * Children learn what different emotions they might experience. * Children begin to understand how these different emotions may make them feel. * Children understand the importance of keeping their teeth clean. * Children learn how to keep their teeth clean. * Children learn about their bodies and how to stay clean. * Children understand the importance of a healthy body * Children learn what we do to keep our bodies healthy. | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | | * Learning about emotions and understanding rules and behaviours from an early age helps to build better relationships. * Emotional health is an important part of overall health. People who are emotionally healthy are in control of their thoughts, therefore teaching emotional health from EYFS is vital. * Being aware of our emotions can help us to talk about feelings more clearly, avoid or resolve conflicts better, and move past difficult feelings more easily. |
| **Celebrations**  Diwali  What makes a good friend?  Behaviour  Hanukkah  Helping at home  Keeping Safe  Chirstmas | * Children look at the festival of Diwali. * Children identify how the festival Diwali is celebrated. * Children will learn how to be a good friend. * Children will understand what qualities makes good friend. * Understand what is acceptable behaviour at different social events. * Discover all about Hanukka and what it is. * Children find out how Hanukka is celebrated. * The importance of jobs. * The value of helping out in and around the home. * How to stop the spread of germs. * Understand how germs can spread quickly. * Look at the importance offhand washing. * Understand the Christian festival and what Christians do to celebrate this. | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | * This topic helps to boost happiness and reduce stress. Understand what makes a good friend will improve self –confidence and self-worth. * Understanding what makes a good friend fits in with our school values, children will become well rounded, confident individuals. * Children are feeling more settled at this stage in their learning. They begin to explore friendships. |
| **Fairy Tales**  Challenging Tasks  Overcoming Obstacles  Jobs  Valentines Day | * Understand what is a challenge. * To accept a challenge is good and to know not to give up. * Understanding the importance of working hard and never giving up. * To be confident in overcoming things that we found difficult. * Understand that obstacles can be overcome. * Children will learn to be inspired by others careers. * Children learn about Valentine Day and why this festival is important to many. | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | * Understanding challenges will help children to build resilience capacity. Knowing that they can overcome obstacles, learn from struggles and benefit from mistakes. * Boundless creativity, one of our school values, helps the children to see that there are no boundaries and they can be as creative as they wish. * Knowing that there are challenges and obstacles that can be overcome will lay a solid foundation for success in later life. |
| **On the Farm**  Health Eating  Foods on the farm  Importance of exercise  St Patricks Day  Mother’s Day  Healthy Sleep | * Children understand what is healthy to consume. * Children understand some foods are unhealthy. * How animals make dairy products. * Framers grow fruit and vegetables. * The importance of exercise to stay healthy. * Understand why St Patricks day is celebrated. * Who is St Patrick? * Who will celebrate St Patricks day? * Sleep is important part of staying healthy. * How we can get good sleep. | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | * Addressing the social detriments of health is important for improving health and reducing longstanding disparities in health and healthcare. * The Rural Primary Schools are healthy schools and this is what we promote across the schools. * Learning about importance of exercise is crucial at this stage as exercise helps concentration. |
| **Mini-Beasts**  Friends and family  Friendship  Understand kind behaviour  Positive and negative phrases  How to be a kind friend  fears | * Who is important to the children? * Why are these people important? * Look at what makes a good friend * What different behaviours make a good friend? * Kind words * Unkind words * How to behave kindly towards another person. * To understand that we all have fears * How to overcome our fears and strategies we learn to cope with our fears? | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | * Relationships are imperative for many reasons. They increase our emotional well-being, creating stability, learning how to be a good friend and having someone to count on. * Kind words and positive language can help someone’s wellbeing, therefore it is so important to teach this from an early age. * Using positive words can boost the children’s reasoning abilities. |
| **Dinosaurs**  Values  Father’s Day  Stages of growing up  What makes a good friend?  Feelings of anxiety | * Understand the importance of values and what they mean. * Know each stage of growing up from baby to Toddler, to child to teen to adulthood. * To understand which stage of growing up they are at. * To know which stage of growing up others are at. * To know the qualities of a good friend. * To know how we look after our friends. * To know feelings of anxiety are normal. * To know how to deal with these feelings of anxiety. | **3- 4 Years**  **Self Confidence and Self Awareness**  Children select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing and will communicate freely about own home and community.  Shows confidence in asking adults for help.  **Making Relationships**  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying and doing.  Demonstrate friendly behaviour, initiation conversations and forming good relationships with peers and familiar adults.  **Managing Feelings and Behaviour**  Aware of own feelings and knows that some actions and words can hurt others feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situation and changes in routine. | **4 – 5 Years**  **Self Confidence and Self Awareness**  Confidence to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  **Making relationships**  Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  **Managing Feelings and Behaviour**  Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | **Early Learning Goals**  **Self Confidence and Self Awareness**  Children are confident to try new activities and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will chose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Making relationships**  Children play cooperatively taking turns with others.  They take account of one another’s ideas about how to organise their activity.  They show sensitivity to others needs and feelings and form positive relationships with adults and other children.  **Managing Feelings and Behaviour**  Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.  They work as part of a group or class and understand and follow the rules.  They adjust their behaviour to different situations, and take changes of routine in their stride. | * Values reflect our sense of right and wrong. It is important the EYFS children understand these values. They help us grow and develop. They help us create the future we want. * In our school we follow values: heart felt compassion, courageous optimism and boundless creativity, to help children to grow and develop to the best of their ability. In EYFS we teach these values and help the children to understand what they mean so that they can live their lives through the values. * The decisions the children make every day are a reflection of the values. |