

**Yew Tree Primary Academy**

**PSHE Long Term Curriculum Plan**

**EYFS**

|  |
| --- |
| **EYFS – Nursery PSHE – Long Term Plan** |
| **Nursery Curriculum****Topics** | **Autumn 1****Animals** | **Autumn 2****Celebrations** | **Spring 1****Traditional Tales** | **Spring 2****Growth and change** | **Summer 1****My World** | **Summer 2****Journeys** |
| **Nursery Curriculum PSED focus point and objectives** | **Increasingly follow rules, understanding why they are important (introduce in Autumn and reinforce throughout the year)** I can join in circle time scenario games and books about happiness, sad, angry – links to transition and how they are feeling in their new setting.Introduce ROAR Rainbow | **Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.**I can follow the rules in NurseryI am beginning to demonstrate respect towards my friends, teachers and classroom environments.  Introduce children to ‘DREAM BIG’ valuesI can talk about how my family takes care of me and how that makes me feel -linking with Owl Babies. | **Begin to understand how others might be feeling**I will use the display of emptions to help me identify my feelings and develop my vocabulary linked to this. I can talk about emotions linked with stories and consider how characters may feel. How did the giant feel when Jack went into his castle?How did Goldilocks feel when she found the bears’ house? | **Develop appropriate ways of being assertive.**I can choose where I want to play I can talk about and express where and what I want to playI can verbally express my needs and wants with my friends | **Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.**I can join in with circle time games expressing different emotions.I can engage in problem solving scenarios to support my skills in team work and sharing different opinions  | **With support, begin to show resilience and perseverance in the face of challenge.****With support, begin to talk with others to solve conflicts**I can engage in circle time games discussing tolerance and understanding of others, ways to work out our differences.I am beginning to understand our school values ‘Dream Big’ e.gBeautifully behaved means I am kind and follow the rules. I am beginning to independently use and understand my ‘Roar Rainbow’ |

|  |
| --- |
| **EYFS – Nursery PSHE – Long Term Plan** |
| **Nursery Curriculum****Topics** | **Autumn 1****Animals** | **Autumn 2****Celebrations** | **Spring 1****Traditional Tales** | **Spring 2****Growth and change** | **Summer 1****My World** | **Summer 2****Journeys** |
| **3D PSHE Curriculum Lesson Links**The suggested lesson can be used to support the PSED focus points and objectives | **3D PSHE Lessons:**Making RelationshipsLesson 1: Let’s Play ShopsLesson 2: Who’s PlayingLesson 3: It’s Your Turn   | **3D PSHE Lessons:**Making RelationshipsLesson 4: Good Friends | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 14: The Pantomime | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 5: Make Your ChoiceLesson 7: Chatterbox!Managing feelings and BehaviourLesson13: Fair Shares | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 6: Odd JobsManaging feelings and BehaviourLesson 15 – You Smell | **3D PSHE Lessons:**Managing feelings and BehaviourLesson 16: A Waiting Game |

|  |
| --- |
| **EYFS – Reception PSHE – Long Term Plan** |
| **Reception Curriculum****Topics** | **Autumn 1****We’re all wonders**  | **Autumn 2****We’re all adventurous** | **Spring 1****We’re all talented**  | **Spring 2****Things are growing** | **Summer 1 – Amazing animals** **Summer 2- Explorers on the move** |
| **Reception Class Curriculum PSED focus point and objectives** | **Increasingly follow rules, understanding why they are important** **Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’**. I can follow class rules I can make new friends and build on friendships I am confident to make new friends I am familiar with the expectations of the setting I am starting to understand our school values e.g. Beautifully Behaved means I am kind and follow the rules. Generous means I can share toys and equipmentI can show different feelings, using a mirror to explore ‘feeling faces’I can put myself on the roar rainbow each day and talk about my feelings I can use vocabulary associated with emotions  | **Show resilience and perseverance in the face of challenge.**I am confident to share my ideas with a small group – circle timeI am confident to speak to others about how I am different to others I can negotiate and solve problems with increasing independence I can try my best I can keep trying even when things are a bit tricky I can find ways to help me when things feel hard e.g. ask a friend to help | **Focus attention** **Try new activities** **Set and work towards simple goals**I will try new activities with increasing independence I welcome praise when I have achieved simple goals I am confident to talk about how I feel and why I feel like that I will talk about my talents and my goals for the future I will listen to other people’s views about why they are talented  | **Focus attention** **Try new activities** **Set and work towards simple goals**I am confident to speak to a group of children about how plants have grown and changed I can work as part of a team I can work towards shared goals, e.g. during group planting activities and looking after plants as part of a group.  | **ELG: Self-Regulation****ELG: Managing Self****ELG: Building Relationships**I can confidently speak in a familiar group about my feelings of belonging. I can talk about how animals belong to different types of animal groups e.g. those that live in water or which animals can fly I can talk about my favourite animals in detail to the rest of the classI can talk about what explorers might have found tricky I can prepare for new adventures in school – Year 1 – transition.I can express when I do or don’t need help and why – linking to transition to Year 1. I understand that my routine might change in Year 1 I can use vocabulary to express my feelings/concerns about transitioning to a new year group |

|  |
| --- |
| **EYFS – Reception PSHE – Long Term Plan** |
| **Reception Curriculum****Topics** | **Autumn 1****We’re all wonders**  | **Autumn 2****We’re all adventurous** | **Spring 1****We’re all talented**  | **Spring 2****Things are growing** | **Summer 1 – Amazing animals** **Summer 2- Explorers on the move** |
| **3D PSHE Curriculum Lesson Links**The suggested lesson can be used to support the PSED focus points and objectives | **3D PSHE Lessons:**Managing feelings and BehaviourLesson 9 ‘Stick to the Rules’Lesson 13: Bully BoyLesson 20 ‘The New Pet’Making RelationshipsLesson 7: An Old Friend  | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 3: I Like …Lesson 17: I’m StuckLesson 21: Getting In a KnotMaking RelationshipsLesson 4: It’s Your TurnManaging feelings and BehaviourLesson 5: What a Problem | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 6: Take the PlungeLesson 8 ‘Me and You’Lesson 15 ‘One Gold Star’Making RelationshipsLesson 18: A Piece of Cake | **3D PSHE Lessons:**Managing feelings and BehaviourLesson 24: Playtime GamesMaking RelationshipsLesson 19: Busy Body  | **3D PSHE Lessons:**Self Confidence and AwarenessLesson 2 ‘Nan’s House’Making RelationshipsLesson14: Family FunManaging feelings and BehaviourLesson 20: The New Pet |