

PSHE within Personal Social and Emotional Development in EYFS at St Dennis Primary Academy



Scope and Approach – PSHE in the Early Years is rooted in the prime area of Personal, Social and Emotional Development (PSED), which underpins all learning and focuses on developing children's self-regulation, managing self, and building positive relationships. Through PSED, children learn to understand and manage their emotions, develop independence, follow routines, and form secure, respectful relationships with both adults and peers. PSHE is not taught in isolation but is woven through everyday experiences, with learning shaped by real-life situations, interactions, and play-based opportunities that are meaningful and relevant to young children. EYFS learning is enhanced through the Christopher Winter Project RSE programme, which introduces key themes such as caring friendships, being kind, and understanding families in an age-appropriate and sensitive way. Alongside this, our school's emotional literacy programme, based on the Zones of Regulation, supports children to recognise, name, and regulate their emotions. This is embedded consistently across the setting through shared language and visual supports. Children are further supported through breath work and movement breaks, which help them develop strategies to regulate their bodies and emotions, enabling them to access learning successfully. Together, these approaches ensure that PSHE is deeply embedded within children's daily experiences and supports their overall wellbeing and development. Children learn how to keep their bodies and minds healthy and what opportunities await them in the wider world. Online safety learning begins in the Early Years alongside lessons about who and what keeps us safe both in and out of school.

Vocabulary – PSED vocabulary is mapped to ensure children are prepared for their PSHE learning in Key Stage 1 and they use words including *feelings, lonely, happy, sad, angry, worried, frustrated, excited, regulate, dysregulated, safe, kindness, friendship, families, teamwork, step mum, stepdad, foster mum, foster dad, healthy and unhealthy*

Assessment – Assessment is formative and on-going and achievements are noted by adults to inform next steps. This is responded to through tailored group work, 1:1 support where needed through all provision. A Pupil Progress document is used to record children who are on track or of concern and what actions are in place to address this. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Opportunities and activities in Reception

- Children explore emotions e.g. Zones of Regulation, emotional literacy learning, circle times, role play and use of small world characters.
- EYFS children build daily habits that promote physical and mental wellbeing e.g. toothbrushing, resources outside to promote gross motor strength, tasting new fruits and vegetables at snack time, breath and movement breaks.
- Children learn how to be safe both in and out of school e.g. visits from emergency services, road safety role play, NSPCC PANTS.
- EYFS children learn about different communities and ways of life e.g. carefully chosen texts such as *No Outsiders*, small world play, home corner role play, resources and artefacts linked to other cultures, exploration of different foods and visits from different professions during Aspiration Day.

