



# Bentley Heath Church of England Primary School



## Personal, Social, Health and Economic Education EYFS to KS1 bridge

Prime Area of Learning: Personal, Social and Emotional Development	ELG 3	How this is achieved in EYFS	PSHE – KS1
	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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</p>	<p>We teach JIGSAW from Nursery to Year 6. By the end of Reception, the children will have covered the following topics:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and Responsibilities</li> </ul> <p>Celebrating Differences</p> <ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul> <p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul> <p>Healthy Me</p>	<p>Focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences</p> <p>Notice and communicate my feelings.</p> <p>Begin to notice when I need help to manage my feelings.</p> <p>Reflect upon experiences</p> <p>Pay attention to the feelings of others and learn to think about why they may feel that way</p> <p>Improve basic movement skills in familiar and unfamiliar situations.</p> <p>Make decisions based on what I know</p> <p>I can identify and assess risks.</p> <p>Respond to prompts in creative ways. Have the confidence and motivation to persevere when faced with physical challenges.</p> <p>Develop an understanding that I need a balanced diet and make informed choices about the food I eat.</p>



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ELG 5	
<p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	<ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Physical activity</li> <li>• Healthy food</li> <li>• Sleep</li> <li>• Keeping clean</li> <li>• Safety</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Falling out</li> <li>• Bullying</li> <li>• Being a good friend</li> </ul> <p>Changing me</p> <ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul> <p>Additional Activities</p> <ul style="list-style-type: none"> <li>• Circle time games where the children have to take turns</li> <li>• Discussions about feelings</li> <li>• Flashcards are used for different emotions to reinforce feelings relating to behaviours</li> <li>• Games relating to multi-step questions</li> <li>• Practitioner modelling and interactions during focused activities</li> </ul>
	<p>Describe the way in which physical and emotional changes are connected in different contexts</p> <p>Recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and know how to respond and get help in a safe way</p> <p>Recognise that my decisions can impact on me and others, both now and in the future.</p> <p>Take part in group decisions and I understand why some decisions need to be made as a group</p> <p>Change how I interact and behave in different situations with support</p> <p>Recognise that there are similarities and differences between people's values and attitudes</p>



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		<ul style="list-style-type: none"><li>• Visitors e.g. dentist, nurse, police officer, as well as visitors to broaden experiences e.g. animal man</li><li>• Celebration collective worship – star of the week, speaking in front of peers</li><li>• Informal, frequent references to the golden rule</li><li>• Regular references to washing hands, and basic hygiene e.g. sneezing into hand and then washing hands etc</li><li>• Focus upon dental hygiene throughout Early Years working with parents</li><li>• Importance of healthy eating when discussing the lunch menu each day</li><li>• Class collective worships to celebrate work and practice sharing with peers</li><li>• Circle time to take it in turns to develop social and emotional skills</li><li>• Priority within continuous provision for adult interaction, as well as a clear focus from all adults to enhance peer on peer interaction and communications.</li></ul>	
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