



Personal, Social and Health Education in Foundation Stage



The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document shows how the skills taught across EYFS feed into National Curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Personal, Social and Health Education within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS Statutory Framework and the Development Matters age ranges for Three and Four Year-Olds and Foundation Stage to match the programme of study for Personal, Social and Health Education.

Areas of Learning and Development	Communication and Language	Three and Four Year Olds	Foundation Stage	Early Learning Goals
		<ul style="list-style-type: none">• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.	<ul style="list-style-type: none">• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none">• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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.
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	<p>Physical Development</p>	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	<p>Understanding the World</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

