



Foundation Stage 1 PSHE Subject Map

Development Matters in the Early Years Foundation Stage states that PSED (Personal, Social and Emotional Development) is a prime area of learning.

There are three areas for development within PSED: Self-regulation, Managing Self and Building Relationships.

Other areas that fit into PSHE are:

Communication and Language

Physical Development

People, Culture and Communities (Understanding the World)

The Natural World (Understanding the World)

Autumn – PSED		
	Skill focus	Context
Autumn 1	<ul style="list-style-type: none"> ● Separate from their carer. ● Can put their belongings onto their peg. ● Has awareness of daily routine. ● Beginning to acknowledge others in the environment. 	<p style="text-align: center;">Marvellous Me/Once Upon a Time</p> <ul style="list-style-type: none"> ● Expressing and recognising emotions ● Getting to know you activities ● Home visits (All About Me forms) ● What makes a good friend? ● Daily routines and organisation (rules and expectations) ● Hand washing routines – keeping ourselves safe from germs ● Keyworker groups ● Snack time and lunchtime routines ● Discussion about likes and dislikes ● Role play scenarios ● Restorative practice taught strategies ● Exploring areas ● Value – Happiness – what makes us feel happy?
Autumn 2	<ul style="list-style-type: none"> ● Separate from carer happily ● Can follow daily routines. ● Will have a go at all activities. 	<p style="text-align: center;">Family Celebrations (Diwali/Christmas)</p> <ul style="list-style-type: none"> ● One World Week – focus on Milton Keynes ● Bonfire Night Safety

	<ul style="list-style-type: none">• Developing good relationships with key adults in school, (key worker group).• Develops relationships with peers in schools.• Waits for their turn to talk.• Can play a game led by an adult.	<ul style="list-style-type: none">• Keeping warm in winter• Children in Need• Families – who is in our family? Similarities and differences.• Healthy eating (daily snack and lunch time routines)• Daily routines and organisation (rules and expectations) revisit• Keyworker groups• Discussion about likes and dislikes• Restorative practice taught strategies• World Mental Health Day activities• Autumn Walk around the school grounds• Special events in our lives – Birthdays and Christmas• Hand washing routines – keeping ourselves safe from germs revisit• Turn taking games with an adult• Value – Respect – how are we the same and different?
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Spring – PSED		
	Skill focus	Context
Spring 1	<ul style="list-style-type: none"> • Developing good relationships with key adults in school, (Key worker group). • Develops relationships with peers in school. • Understands how to share toys. • Can manage and express their feelings. • Waits for their turn to talk. • Say please and thank you. 	<p style="text-align: center;">Adventures (Shops)</p> <ul style="list-style-type: none"> • Spring Walk around the school • Visit to the local cafe • Keeping myself safe • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Daily routines and organisation (rules and expectations) revisit • Forest School • Kaleidoscope sessions weekly • Hand washing routines – keeping ourselves safe from germs revisit • Value – Kindness – why is it important to treat people kindly?
Spring 2	<ul style="list-style-type: none"> • Understand the importance of and how to look after their teeth. • Understand healthy food choices. • Can manage and express their feelings. 	<p style="text-align: center;">Go Wild</p> <ul style="list-style-type: none"> • Visit from a vet • Self-esteem activities • Red Nose Day

	<ul style="list-style-type: none">• Take turns when playing.• Will have a go at all activities.• Say please and thank you.	<ul style="list-style-type: none">• Healthy Eating• Looking after our teeth• Talk about happy and sad feelings• Snack time and lunchtime routines• Discussion about likes and dislikes• Restorative practice taught strategies• Daily routines and organisation (rules and expectations) revisit• Hand washing routines – keeping ourselves safe from germs revisit• Online safety chat• Kaleidoscope sessions weekly• Forest school• Value – Honesty – why is it important to tell the truth?
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Summer – PSED		
	Skill focus	Context
Summer 1	<ul style="list-style-type: none"> • Enjoys being part of the wider aspect of school – assemblies, parties. • Understand the importance of and how to look after their teeth. • Understand healthy food choices. • Take turns when playing. • Will have a go at all activities. • Say please and thank you. • Shows more confidence in new situations • Talks about their feelings (worried/upset) 	<p style="text-align: center;">On the Move</p> <ul style="list-style-type: none"> • Ride on a bus • Road safety • Daily access to bikes • Role play train • Turn taking games • Teeth brushing song and activity • Sun safety • How are you feeling today? • Online safety revisit • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Daily routines and organisation (rules and expectations) revisit • Hand washing routines – keeping ourselves safe from germs • Value – Resilience – why is it important to keep on trying even when we find something hard?

Summer 2

- Enjoys being part of the wider aspect of school – assemblies, parties.
- Tidies away toys and clears away things that have been used.
- Helps an adult when asked.
- Can play a game led by an adult.
- Enjoys imaginative play.
- Understand the importance of and how to look after their teeth.
- Understand healthy food choices.
- Become increasingly independent when meeting their own needs (getting snack, pouring drink, toileting etc)

Dinosaurs

- Trip to the Farm
- Fun Sports
- Books for breakfast
- Water safety
- Take part in whole school assembly
- Online safety revisit
- Snack time and lunchtime routines
- Discussion about likes and dislikes
- Exploring different foods through play
- Restorative practice taught strategies
- Daily routines and organisation (rules and expectations) revisit
- Hand washing routines – keeping ourselves safe from germs revisit
- **Value – Cooperation – why is it important to work together as a team?**



Foundation Stage 2 PSHE Subject Map

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Autumn – PSED		
	Skill focus	Context
Autumn 1	<ul style="list-style-type: none"> • Separates from carer happily. • Can wash hands independently. • Knows what to do in class (know daily routine). • Can organise themselves in the environment. (class, peg, lunchtime). • Can respond to others. • Willing to try new things. • Beginning to try a range of healthy foods. • Begin to develop good manners. • Begin to form relationships with peers. 	<p style="text-align: center;">Marvellous Me/Once Upon a Time</p> <ul style="list-style-type: none"> • Expressing and recognising emotions • Getting to know you activities • Home visits (All About Me forms) • What makes a good friend? • Introduce Friend on Friday • Daily routines and organisation (rules and expectations) • Hand washing routines – keeping ourselves safe from germs • Daily check in circles • Weekly show and tell sessions • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Star of the week assembly • School Council elections • Forest School • Value – Happiness – what makes us feel happy?

Autumn 2

- **Develops good relationships with key adults in school.**
- **Develops relationships with peers in school.**
- **Will offer to help others.**
- **Says please and thank you and respond to others in conversations.**
- **Understands why they need to look after their teeth.**
- **Understands how to look after their teeth.**
- **Expresses likes and dislikes.**
- **Knows and names parts of the body and the senses.**
- **Plays collaboratively with other children.**

Family Celebrations (Diwali/Christmas)

- One World Week – focus on Milton Keynes
- Bonfire Night Safety
- Keeping warm in winter
- Children in Need
- Families – who is in our family? Similarities and differences.
- Visit from a dentist – looking after our teeth
- Learning how to brush our teeth
- Healthy eating (daily snack and lunch time routines)
- Daily routines and organisation (rules and expectations) revisit
- Daily check in circles
- Weekly show and tell sessions
- Snack time and lunchtime routines
- Discussion about likes and dislikes
- Restorative practice taught strategies
- Star of the Week assemblies
- Friend on Friday
- Forest School
- School Council meeting and feedback
- World Mental Health Day activities
- Autumn Walk
- Harvest Assembly
- FS 2 Nativity
- Festivals – similarities and differences in the ways we celebrate
- Special events in our lives – Birthdays and Christmas
- Hand washing routines – keeping ourselves safe from germs revisit
- **Value – Respect – how are we the same and different?**



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Spring – PSED		
	Skill focus	Context
Spring 1	<ul style="list-style-type: none"> • Say please and thank you and respond to others in conversations. • Understand the importance of and how to look after their teeth. • Understand why it is important to try a range of healthy foods. • Will tidy items away safely. • Will offer to help others. • Understands how to keep ourselves safe. • Is confident to speak about their own needs, wants, interests and opinions. • See themselves as a valuable individual. • Can manage their own day to day needs with increasingly less support. 	<p style="text-align: center;">Adventures (Shops)</p> <ul style="list-style-type: none"> • Spring Walk • Mothers’ Day Assembly • Visit to the local shops • Keeping myself safe Pantosaurus • Online safety revisit • Daily check in circles • Weekly show and tell sessions • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Daily routines and organisation (rules and expectations) revisit • Star of the week assemblies • Friend on Friday • Forest School • Kaleidoscope sessions weekly • Healthy Eating – foods that are good and bad for us (making fruit salad) • Looking after our teeth revisit • Learning how to brush our teeth revisit

		<ul style="list-style-type: none"> • Teeth brushing activity and song • Hand washing routines – keeping ourselves safe from germs revisit • School Council meeting and feedback • Value – Kindness – why is it important to treat people kindly?
Spring 2	<ul style="list-style-type: none"> • Can manage and express feelings. • Find resolutions without conflict. • Will wait their turn to talk. • Play cooperatively. • Understand how to keep ourselves safe (stranger danger/safe internet usage). • Develops respectful relationships at home and in school. • Shows resilience and perseverance in the face of a challenge. • Describes themselves in positive terms. • Can talk about their abilities. 	<p style="text-align: center;">Go Wild</p> <ul style="list-style-type: none"> • Visit from a vet • Self-esteem activities (Looking in a mirror/King or Queen for the day) • Red Nose Day • Daily check in circles • Weekly show and tell sessions • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Daily routines and organisation (rules and expectations) revisit • Hand washing routines – keeping ourselves safe from germs revisit • Online safety revisit • Star of the week assemblies • Kaleidoscope sessions weekly • Forest school • Value – Honesty – why is it important to tell the truth?



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Summer – PSED		
	Skill focus	Context
Summer 1	<ul style="list-style-type: none"> • Is involved in imaginative play with changing roles. • Plays cooperatively. • Takes another child’s feelings into account. • Finds resolutions without conflict. • Can keep themselves safe in school. • Willing to take risks. • Keep on trying when faced with a challenge. • Beginning to understand why we make healthy choices. • Understands how to keep themselves safe in the sun and near water. • Will offer to help others without being asked. • Continue to develop relationships with peers and familiar adults. 	<p style="text-align: center;">On the Move</p> <ul style="list-style-type: none"> • Visit to the train station (train ride to Bletchley) • Road safety (Visit from the police) • Bikeability • Sun safety • Online safety revisit • Star of the week assemblies • Daily check in circles • Weekly show and tell sessions • Snack time and lunchtime routines • Discussion about likes and dislikes • Restorative practice taught strategies • Daily routines and organisation (rules and expectations) revisit • Hand washing routines – keeping ourselves safe from germs • Value – Resilience – why is it important to keep on trying even when we find something challenging?

Summer 2

- Can manage their own feelings in a range of situations.
- Can express a range of feelings and emotions.
- Learning to share and take turns.
- Finds resolutions without conflict.
- Says please and thank you independently.
- Understands how to keep themselves safe in the sun and near water.
- Continue to develop relationships with peers and familiar adults.

SELF REGULATION EARLY LEARNING GOAL:

- Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Children give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

MANAGING SELF EARLY LEARNING GOAL:

- Children are confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Children can explain the reasons for rules, know right from wrong and try to behave accordingly.
- Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

BUILDING RELATIONSHIPS EARLY LEARNING GOAL:

- Children work and play cooperatively and take turns with others.
- Children form positive attachments to adults and friendships with peers.
- Children show sensitivity to their own needs and to others' needs.

Dinosaurs

- FS2 Café
- Trip to the Dinosaur Park
- Sports Day
- Healthy Person assessment
- Books for breakfast
- Water safety (Parks Trust visitor)
- Online safety revisit
- Daily check in circles
- Weekly show and tell sessions
- Snack time and lunchtime routines
- Discussion about likes and dislikes
- Restorative practice taught strategies
- Daily routines and organisation (rules and expectations) revisit
- Hand washing routines – keeping ourselves safe from germs revisit
- Star of the Week assemblies
- Friend on Friday
- **Value – Cooperation – why is it important to work together as a team?**