



Learning and Teaching in the EYFS – What PSHE Subject Leaders Need to Know

What is PSHE?

PSHE (Personal, Social and Health Education) is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. In the Early Years, we call this PSED: Personal, Social and Emotional Development. We aim to develop a number of values including, COURAGE, LOVE and INTEGRITY as well as resilience, independence, curiosity and confidence. Implicit opportunities are embedded throughout school life at St Francis through consistent use of vocabulary and modelling of behaviours. We offer explicit opportunities to develop these characteristics through our Jigsaw Lessons. The new Ofsted framework outlines Resilience, confidence and independence as being key to ensure schooling is a preparation for life. Ofsted links this to the curriculum stating to raise standards in English is to create a curriculum that 'engages students with the world beyond the classroom. Allowing children to develop a set of positive personal traits, so they can reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. By embedding these characteristics, we are preparing children to be self-reflective, well-rounded individuals as they move onto the next stage in their life.

What do schools have to teach in PSHE?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- Promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- Promotes British Values.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand 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 PSHE/PSED 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 Birth to Three, Three and Four-Year-Olds and Reception to match the programme of study for science. The most relevant statements for science are taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Understanding the World

School Readiness intent: From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart

EYFS Intent: Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to self-regulate, make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education (RHE).

Jigsaw has two main aims for all children:

1. To build their capacity for learning
2. To equip them for life Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike.



What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice). Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

How Does this Work in The Early Years Foundation Stage?

In the EYFS, PSHE is referred to as PSED – Personal, Social and Emotional Development. The table below illustrates the termly PSED focus and the associated Jigsaw activity.

Year Group	Autumn Term 1 Being Me in My World	Autumn Term 2 Celebrating Differences	Spring Term 1 Dreams and Goals	Spring Term 2 Healthy Me	Summer Term 1 Relationships	Summer Term 2 Changing Me
EYFS: Nursery and Reception 	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendship Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

PSED Skills Progression Map



EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Birth to Three Nursery 	Personal, Social and Emotional Development	• Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. • Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently.	Daily talk time in key groups Weekly PSHE Jigsaw sessions, see below. Daily circle time to discuss positive behaviour, what went well today and things that might have made another child sad or upset and what we can do to make things better. Please refer to: -Personal Development and Well-Being including British Values Document -Developing Positive Relationships and Behaviour/Self-Regulation and Managing children's behaviour.
Three to Four Year Olds Nursery 	Personal, Social and Emotional Development	• 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. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Start a conversation with an adult or a friend and continue it for many turns. • 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.	

PSED Skills Progression Map



EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Three to Four Year Olds Nursery 	Personal, Social and Emotional Development	- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	As above
	Communication and Language	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.	
	Physical Development	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.	
	Understanding the World	- 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.	
Reception 	Personal, Social and Emotional Development	- 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. - 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	Daily talk time in key groups Weekly PSHE Jigsaw sessions Daily circle time to discuss positive behaviour, things that might have made another child sad or upset and what we can do to make things better.
	Communication and Language	- 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.	
	Physical Development	Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes	
	Understanding the World	- 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.	

PSED Skills Progression Map



EYFS Stage	Area of Learning		Development Matters
Early Learning Goals 	Personal, Social and Emotional Development	Self-Regulation	• 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.
		Managing Self	• 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.
		Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs
	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• 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
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

Linking PSED (Emotional Literacy) to Jigsaw and British Values in the EYFS



Autumn Term 1	SMSC	British Values	Autumn Term 2	SMSC	British Values
Who...Me? I understand how it feels to belong and that we are similar and different.	Social Spiritual Cultural	Individual Liberty Mutual Respect Tolerance	What am I Good At? I can identify something that I am good at and understand everyone is good at different things.	Social Moral Spiritual	Individual Liberty Mutual Respect Tolerance
How am I Feeling Today? I can start to recognise and manage my feelings.	Social Moral Spiritual	Individual Liberty Mutual Respect Tolerance	I'm Special. I'm Me: I understand that being different makes us all special.	Social Moral Spiritual Cultural	Individual Liberty Mutual Respect Tolerance
Being at School: I enjoy working with others to make school a good place to be.	Social Moral Spiritual	Democracy Mutual Respect Tolerance	Families: I know that we are all different but the same in some ways.	Social Moral Spiritual Cultural	Democracy Mutual Respect Tolerance
Gentle Hands: I understand why it is good to be kind and use gentle hands.	Moral Spiritual Cultural	Democracy Mutual Respect Tolerance	Houses and Homes: I can tell you why my home is special to me.	Moral Spiritual Cultural	Mutual Respect Tolerance
Our Rights: I am starting to understand children's rights and this means we should be allowed to learn and play.	Social Moral Spiritual Cultural	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance	Making Friends: I can tell you how to be a kind friend.	Social Moral Spiritual Cultural	Mutual Respect Tolerance
Our Responsibilities: I am learning what being responsible means.	Social Moral Spiritual Cultural	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance	Standing up for Yourself: I know which words to use to stand up for myself when someone says or does something unkind.	Social Moral Spiritual Cultural	

Linking PSED (Emotional Literacy) to Jigsaw and British Values in the EYFS



Spring Term 1 – Dreams and Goals	SMSC	British Values	Spring Term 2 – Healthy Me	SMSC	British Values
Challenge: I understand that if I persevere, I can tackle challenges.	Spiritual Cultural	Mutual Respect	Everybody's Body: I understand that I need to exercise to keep my body healthy.	Spiritual Cultural	Mutual Respect
Never Giving Up: I can tell you about a time I didn't give up until I achieved my goal.	Social Moral	Mutual Respect Tolerance	We Like to Move It: I understand how moving and resting are good for my body.	Moral Spiritual Cultural	Individual Liberty Mutual Respect
Setting a Goal: I can set a goal and work towards it.	Social Moral	Individual Liberty	Food Glorious Food: I know which foods are healthy and not so healthy and can make healthy eating choices.	Social Spiritual Cultural	Individual Liberty
Obstacles and Support: I can use kind words to encourage people.	Social Moral Spiritual	Mutual Respect	Sweet Dreams: I know how to help myself go to sleep and understand why sleep is good for me.	Social Spiritual Cultural	Individual Liberty Mutual Respect Tolerance
Flight to the Future: I understand the link between what I learn now and the job I might like to do when I'm older.	Social Moral Spiritual Cultural	Democracy	Keeping Clean: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to toilet.	Social Moral Spiritual Cultural	Mutual Respect
Footprint Awards: I can say how I feel when I achieve a goal and know what it means to feel proud.	Social Moral Spiritual	Mutual Respect	Stranger Danger: I know what a stranger is and how to stay safe if a stranger approaches me.	Moral Spiritual Cultural	Rule of Law Individual Liberty Mutual Respect Tolerance

Linking PSED (Emotional Literacy) to Jigsaw and British Values in the EYFS



Summer Term 1	SMSC	British Values	Summer Term 2	SMSC	British Values
My Family and Me: I can identify some of the jobs I do in my family and how I feel like I belong.	Moral Spiritual Cultural	Democracy Rule of Law Individual Liberty Mutual Respect	My Body: I can name parts of the body.	Social	Mutual Respect
Make Friends... I know how to make friends to stop myself from feeling lonely.	Social Moral Spiritual	Individual Liberty Mutual Respect	Respecting My Body: I can tell you some things I can do and foods I can eat to be healthy.	Social Moral Spiritual Cultural	Individual Liberty Mutual Respect Tolerance
Make Friends: I can think of ways to solve problems and stay friends.	Moral Spiritual Cultural	Mutual Respect Tolerance	Growing Up: I understand that we all grow from babies to adults.	Moral	Mutual Respect
Falling Out: I am starting to understand the impact of unkind words.	Moral Spiritual Cultural	Rule of Law Individual Liberty Mutual Respect Tolerance	Fun and Fears: I can express how I feel about moving to my new class.	Social Spiritual Cultural	Individual Liberty Mutual Respect Tolerance
Falling Out: I can use Calm Me Time to manage my feelings.	Social Moral Spiritual Cultural	Individual Liberty Mutual Respect Tolerance	Fun and Fears: I can talk about my worries and/or the things I am looking forward to about being in my new class.	Social Moral Spiritual	Mutual Respect Tolerance
Being the Best Friend We Can Be: I know how to be a good friend.	Social Moral Spiritual Cultural	Mutual Respect Tolerance	Celebration: I can share my memories of the best bits of this year in Nursery/Reception.	Social Moral Spiritual Cultural	Mutual Respect

The Characteristics of Effective Learning and Teaching		
Playing and exploring Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Active Learning Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Creating and thinking critically Thinking: - Having their own ideas - Making links - Choosing ways to do things 

