



HOLMWOOD HOUSE  
SCHOOL

## Holmwood House Preparatory School **EYFS** PSHCE and Relationships Education Curriculum Guide 2021-22

The Head of PSHCE teaches the subject to all children in Years 4-8 and has an overview of PSHCE in the Nursery through to Year 3, in liaison with the Nursery Manager and Heads of Phases.

### Nursery, Pre-Reception and Reception:

Liaison takes place between the Nursery Manager, Head of Phase 1 and the PSHCE Coordinator on a termly basis to ensure the integrated provision of PSHCE in the earliest stages of the school. As a result of these meetings, guidance from the EYFS framework has been synthesised within the 3 areas of PSHCE, as delineated by the main school PSHCE Scheme of Work - Emotional Intelligence, Wellbeing and Citizenship - in the following way:

<i>Holmwood House Umbrella Area</i>	<i>EYFS Framework</i>	<i>Provision/activity type or example</i>	<i>Impact on pupils</i>  Pupils demonstrate... (skill/ ability/ characteristic)
<b>Emotional Intelligence</b>	<p><b>Personal, Social and Emotional Development:</b> Self regulation, managing self and building relationships.</p> <p><b>Communication and language:</b> Listening, attention and understanding. Speaking.</p>	<p>Provide the children with positive feedback and model appropriate behaviour.</p> <p>Routines - to reassure the children. Visual timetables</p> <p>Feelings - feeling box, feelings stories</p> <p>Role model - reinforcing behaviour</p> <p>Modelling</p> <p>Role play</p> <p>Dressing up</p> <p>Painting</p> <p>Sharing toys and resources</p> <p>Recognising risks and sharing knowledge with peers.</p> <p>Tidying up</p> <p>Looking after resources</p> <p>Helping to give out snack</p> <p>Special helper</p> <p>Proud Clouds</p>	<ul style="list-style-type: none"> <li>● Children play cooperatively, taking turns with others.</li> <li>● They take account of each others' ideas about how to organise their activity.</li> <li>● They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> <li>● Children are confident to try new activities and see why they like some activities more than others.</li> <li>● They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities .</li> <li>● Children show self-knowledge, self-esteem and confidence in their own abilities.</li> <li>● They say when they do or don't need help.</li> </ul>

		<p>Golden Awards</p> <p>Show-ups</p> <p>Element stars</p> <p>Sending positive emails home</p> <p>Independence</p> <p>Assemblies</p>	<ul style="list-style-type: none"> <li>• Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable .</li> <li>• They work as part of a group or class and understand and follow the rules.</li> <li>• They adjust their behaviour to different situations and take changes of routine in their stride.</li> <li>• Children express themselves effectively showing awareness of listeners needs.</li> <li>• Children can articulate using the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.</li> <li>•</li> </ul>
<p><b>Physical and Emotional Wellbeing</b></p>	<p><b>Physical Development:</b></p> <p>Gross motor skills and fine motor skills (includes</p>	<p>Snack time</p> <p>Healthy snack</p> <p>Independence - changing after a range of activities</p>	<ul style="list-style-type: none"> <li>• Children know the importance of good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</li> </ul>

	moving energetically)	Dressing independently for appropriate weathers/activities PE/Games lessons	<ul style="list-style-type: none"> <li>• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.</li> </ul>
<b>Citizenship (including British Values).</b>	<b>Understanding the world:</b> Past and present, People, culture and communities.	<p>Show and tell</p> <p>Role play areas</p> <p>Visit from emergency services and other visitors from the community.</p> <p>Festivals and celebrations</p> <p>Circle time</p> <p>Forest School</p> <p>Remembrance Day</p> <p>First World War Centenary</p> <p>The Royal Family</p> <p>Group activities.</p> <p>Guided co-creation of appropriate rules.</p> <p>Resources and activities that challenge gender, cultural and racial stereotyping.</p>	<ul style="list-style-type: none"> <li>• Children talk about events in their own lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Children demonstrate knowledge and understanding of nursery/school rules and know that rules exist in the wider world.</li> <li>• Children (with guidance) create the rules and expectations of behaviour, e.g. the rules about tidying up. We also ensure the children understand that the rules apply to everyone.</li> </ul>

		<p>A consistent ethos of inclusivity and tolerance where views, faiths, cultures and races are valued.</p> <p>Engagement with the wider community e.g. Christmas Community Event.</p> <p>Tolerance, appreciative and respectful discussion of their own and other cultures by including the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions.</p> <p>Assemblies</p>	<ul style="list-style-type: none"><li>● Children show tolerance and respect for each other and for those who are new to their immediate circles.</li><li>● Children have an understanding of traditional British institutions.</li><li>● Children begin to understand that they may not always get their way and that our society works on the basis that the best decision is the one that works for the greatest number of people in any given situation (democracy).</li><li>● Children display an understanding of each other's freedom appropriate to their age.</li><li>● Children have a good sense of right and wrong. They understand their own and others' behaviour and its consequences.</li><li>● Children know their views are important and value each other's opinions and values.</li><li>● Children demonstrate democracy, for example, by sharing views on what activity should come next with a show of hands.</li></ul>
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Provision for this takes place throughout the Nursery and Reception day but is particularly demonstrated during group time in the Reception, Pre-Reception and Poppies room.