



Foundation Stage	PSHE – activities and experiences	Key Vocabulary
<p>National Curriculum Objectives: ELG’s</p> <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. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. <p>People, Culture and Communities</p>	<ul style="list-style-type: none"> - Give children a range of experiences in family and unfamiliar environments e.g. home corner, classroom routines. - Give children opportunities to talk about their home life and routines. Understand that different families enjoy doing different things together. - Children should be given home learning activities to complete such as ‘All About Me’ books. These should be shared with their peers and discussed regularly. - Try out new and challenging activities and tasks both independently and supported by familiar adults. For example, planting, working with food/tasting new foods and textures, problem solving, sorting activities and puzzles. These open ended activities should give children the opportunities to take risks and learn from mistakes. After trying new activities, children should be able to state what they liked and disliked and what they need more help with. - Children should have plenty of opportunities to talk about their own and others’ feelings. As part of a morning routine children could begin to share how they are feeling by placing their name or photo next to the image that represents this feeling. - Children should be taught about good and bad choices and start to understand the consequences of these. Children should start to become familiar with the school’s key rules ‘Be Ready’, ‘Be Respectful’ and ‘Be Safe’. - Children’s unique talents and achievements should be celebrated regularly. Awards will be given for good choices, and dojo points will be given on a daily basis with a dojo winner at the end of each week. - The foundations of cultural diversity, equality, and an understanding of Black Lives matter should be promoted within their learning through texts such as: Handa’s Surprise, Last stop on Market Street, The Name Jar and Only One You. Children should have lots of opportunities to discuss how people are similar and different to themselves and should begin to understand that differences are good. - Different cultures and traditions should be explored regularly. For example when learning about: Chinese New Year, Diwali, Easter, Shrove Tuesday and different places in the world. - Create an environment whereby children can ask questions and be curious about different ethnicities, cultures and races. Use pictures, toys and photographs of people from a range of different backgrounds in activities, continuous provision and displays. - Begin to understand who part of their community through: local area walks, visits from the local police and fire brigade, supporting the local foodbank, visiting the local college and library etc. 	<p>Routines</p> <p>Rules</p> <p>Ready</p> <p>Respectful</p> <p>Safe</p> <p>Like</p> <p>Dislike</p> <p>Help</p> <p>Feelings</p> <p>Sad</p> <p>Happy</p> <p>Angry</p> <p>Worried</p> <p>Good</p> <p>Bad</p> <p>Choices</p> <p>Excited</p> <p>Tired</p> <p>Similarities</p> <p>Differences</p> <p>Celebrations</p> <p>Help</p> <p>Community</p> <p>Support</p>



<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 		
<p>Possible Community Links</p> <p>Community police officers, Fire brigade, West Lancs College, Library</p>	<p>Previous Learning Experiences:</p> <p>Home learning</p>	<p>Future learning experiences:</p> <p>Year 1 – Who is special to us? Year 2 - What makes a good friend? Year 2 - What is bullying? Year 3 – How can we be a good friend? Year 3 – What are families like? Year 4 – How can we treat each other with respect? Year 5 – How can friends communicate safely? Year 6 – What will change as we become more independent? How do friends change as we grow?</p>