

Personal, Social and Health Education and Relationships and Health Education in the Early Years



Working collaboratively to make music in a band.



Developing self-awareness and working as a team to complete a task.



Cooperating to make a pirate ship in role play.



Making relationships and cooperating as children share a book.

Personal, Health and Social Education at Foundation Stage (Reception) forms one of the Prime areas of the EYFS Curriculum and is taught through Personal, Social and Emotional Development. It also permeates through the Characteristics of Effective Learning which are 'Playing and Exploring,' 'Active Learning' and 'Creating and Thinking Critically.' Relationships and Health Education is also part of Personal, Social and Emotional Development, but is also taught in close connection with RE.

PHSE and RHE are very important subjects in all stages of a child's education. From the moment a child starts school they learn to self-regulate, manage themselves and build relationships. These are the 3 areas of Personal, Social and Emotional Development that our work in reception focuses on.

Children are taught our Gospel Values. These are the behaviours and qualities that we encourage our children to display and these are: Compassion, Forgiveness, Justice, Integrity, Kindness Courage, Humility and Peace. These, together with our 'Good to Be Green' behaviour scheme, help our children understand the importance of caring for one another and help us teach them all about our expectations for behaviour. To read more on this subject, please go to the Behaviour Policy which can be found in the Policies section of our school website.

We use resources from the Coram Scarf PSHE Scheme and from the Ten Ten 'Life to the Full' Scheme for teaching Relationships and Health Education in line with all other Plymouth CAST Schools. These schemes provide discrete lessons that are designed for Reception aged children and are built upon progressively through their time at St. Augustine's School, ensuring that concepts are introduced and explored gradually and appropriately. Both the schemes also provide us to teach key vocabulary and in this way, help the children develop their emotional literacy and ability to understand and communicate their need, opinions and

As well as having structured lessons on a weekly basis, throughout the children's school day, there are opportunities for us as practitioners to help them develop personally, socially and emotionally. We use every encounter that we have with the children as a learning opportunity to help them develop as individuals and as members of a group. In the course of the child's work and play, we help them learn to gain confidence in their abilities, become aware of themselves as individuals and as class members, we help them form and develop relationships and also help them manage their feelings and behaviour and provide strategies to aid with self-regulation.

Through 'Playing and Exploring,' 'Active Learning' and 'Creating and Thinking Critically,' children develop so much through the reception year and the foundation skills they learn in Reception prepare them for their next stage of learning in Year 1.