



At Godshill Primary School we deliver out PSHE through carefully selected reading books. Using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme of study it is centred on a values-based and 'Growth Mindset' approach. At Godshill our values are CARE. These values are embedded in the curriculum and every part of the school. The characteristics of learning are entwined within the whole curriculum, the children are encouraged to challenge how they tackle their tasks and are supported to achieve their goals and the targets set by their teachers.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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0-3 years	3 - 4 years	Reception	At the end of Reception
<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> 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. Feel strong enough to express a range of emotions. Thrive as they develop self-assurance. 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, and so on. Safely explore emotions beyond their normal range through play and stories. 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> 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 Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. 	<p><u>Self-Regulation</u></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><u>Managing Self</u></p> <ul style="list-style-type: none"> Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Manage their own needs. 	<p><u>Managing Self</u></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



<p>help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <ul style="list-style-type: none"> • Begin to show 'effortful control'. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Develop appropriate ways of being assertive. 		<p>right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • 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. • 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. • Develop friendships with other children 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Begin to understand how others might be feeling. • Talk with others to solve conflict 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Think about the perspectives of others. 	<p><u>Building Relationships</u></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.
	<ul style="list-style-type: none"> • Control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - <ul style="list-style-type: none"> ◦ regular physical activity ◦ healthy eating ◦ toothbrushing - sensible amounts of 'screen time' ◦ having a good sleep routine ◦ being a safe pedestrian • Further develop the skills they need to manage the school day 	



	<p>meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing 	<p>successfully: -</p> <ul style="list-style-type: none"> ○ lining up and queuing - ○ mealtimes - ○ personal hygiene 	
	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop 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. 	<ul style="list-style-type: none"> • 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. 	
	<ul style="list-style-type: none"> • 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. • Can start a conversation with an adult or a friend and continue it for many turns 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases. 	

At Godshill we believe that the characteristics of learning are vital skills that allow the children to learn and to be their BEST. Through encouragement and a carefully planned environment the children are encouraged to challenge themselves in each of these areas.



Playing and Exploring Engagement	Active Learning Motivation	Creating and thinking critically thinking
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
<p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	<p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing g patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something- not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

Relevant Early Learning Goals	Year 1 National Curriculum Objective
Personal, Social and Emotional Development: Self-Regulation	Delivered through the SCARF programme.



- 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.

Personal, Social and Emotional Development: 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.

Personal, Social and Emotional Development: 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 to others' needs.

Understanding the World: People, Culture and Communities

- 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.