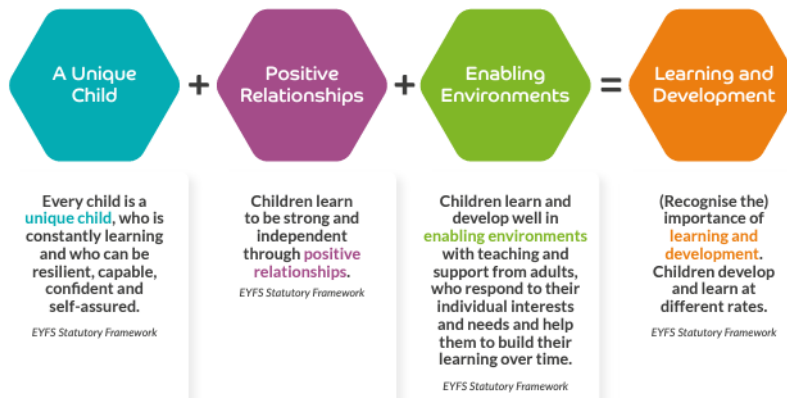


Personal, Social and Emotional Development.

EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

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 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.



Self regulation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year old	Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.	Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.	Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.			
Reception						
ELG			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.	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.	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.	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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children will be taught our key class rules – Carpet time-ready to learn-good listening. My turn, your turn to speak. Children will understand why it is good to be kind and use gentle hands. We should all be allowed to learn and play	Focus: table manners. Children will continue to play turn-taking games. Promote listening and attention through games such as Simon Says, Where's the teddy.	Team games in P.E - how can we help our team?		I can use Calm Me time to manage my feelings.	

Managing Self						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	Select and use activities and resources, with help when needed. This helps them to achieve a	Select and use activities and resources, with help when needed. This helps them to achieve a	Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about			

	goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 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.	goal they have chosen, or one which is suggested to them. Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 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.	their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 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.			
Reception		See themselves as a valuable individual. Manage their own needs. - Personal hygiene 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	See themselves as a valuable individual. Manage their own needs. - Personal hygiene 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	See themselves as a valuable individual. 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	See themselves as a valuable individual. 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	See themselves as a valuable individual. 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	good sleep routine - being a safe pedestrian	good sleep routine - being a safe pedestrian	good sleep routine - being a safe pedestrian	good sleep routine - being a safe pedestrian
ELG			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.	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.	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.	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.
	Children will talk about their emotions through circle time. Children will become familiar with the layout of their new environment including where to find resources. . They will be able to select an activity and be able to return resources to their correct place. Children will be introduced to the key routines - where their	Children will identify something they are good at and understand everyone is good at different things. I understand that being different makes us all special.	Children will begin to understand that if they persevere they will be able to tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it.	Children will understand that exercise keeps our bodies healthy. They will understand how moving and resting are good for their body. Children will know which foods are healthy and not so healthy and will begin to make		Children will be able to tell you some things they can do and foods they can eat to be healthy. They will understand that we all grow from babies to adults. Children will be able to express how they feel about moving to Year 1.

	locker is, what to put in their locker, where water bottles go. Hand washing before and after using the toilet will be promoted. Children will follow the routines such as putting their coats on and changing for P.E.		I can say how I feel when I achieve a goal and know what it means to feel proud	healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me. To know how to wash hands thoroughly and understand why this is important especially before eating and after going to the toilet. I know who my safe adults are and how to stay safe if they are not close by me.		They will be able to talk about worries and/or the things they are looking forward to about being in Year 1. They will share my memories of the best bits of this year in Reception.
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Building relationships						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 year olds	Develop their sense of responsibility and membership of a community.	Develop their sense of responsibility and membership of a community.	Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries.			

	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. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other 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.	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. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other 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.	For example, accepting that not everyone can be Spider-Man in the game, and suggesting other 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.			
Reception children		Think about the perspectives of others.	Think about the perspectives of others.	Think about the perspectives of others.	Think about the perspectives of others.	Think about the perspectives of others.
ELG			Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with	Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with	Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with	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.	peers. • Show sensitivity to their own and to others' needs.	peers. • Show sensitivity to their own and to others' needs.	peers. • Show sensitivity to their own and to others' needs.
	Children will understand how it feels to belong and that we are similar and different. Children will start to recognise and manage my feelings. Children will be able to enjoy working with others to make school a good place to be.	To be able to tell you how to be a kind friend. To know which words to use to stand up for myself when someone says or does something unkind	To use kind words to encourage people.	To understand how we can help each other and how members of our community help us.	To identify some of the jobs they do in their family and how they feel like they belong. To know how to make friends to stop themselves from feeling lonely. To think of ways to solve problems and stay friends. To starting to understand the impact of unkind words To know how to be a good friend.	

