



# EYFS Personal, Social and Emotional Development Curriculum

EYFS PSED Educational Programme	Reference to KS1 PSHE Programme of Study	Links to our St. Gabriel's EYFS Curriculum Goals
<p>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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p> <p style="text-align: center;"><a href="#">See our school policy and scheme of work</a></p>	<p>To become an <b>Independent Individual</b> who is eager to try for themselves, takes care of their own care needs, follows agreed class rules and routines</p> <p>To become a <b>Fantastic Friend</b> who is kind, caring and helpful, who shows empathy and respect to others and works and plays co-operatively</p> <p>To become a <b>Colour Monster</b> who identifies, explains and regulates their own feelings and understands, recognises and responds to the those of others</p> <p>To become a <b>Healthy Human</b> who leads a healthy lifestyle and understands the importance of exercise, a balanced diet, sleep, safety and good oral and physical hygiene</p>

## Progression of learning/skills in the area of PSED

	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer	Essential learning/skills prior to Year 1	
<b>Self-Regulation</b>	<p>Confidently part from parents</p> <p>Follow basic rules e.g. keeping hands to ourselves and walking inside</p> <p>Talk about our feelings, wants and needs with a familiar adult</p>	<p>Understand and follow class rules</p> <p>Understand why rules are important</p> <p>Understand what good and bad choices are</p> <p>Name and group feelings (similar words for feelings)</p> <p>Talk about how we are feeling (linked to The Colour Monster)</p> <p>Part confidently from parents</p> <p>Know that some people don't have very much money and they need help (Food bank)</p> <p>Know that some things cost a lot of money and some things don't cost very much</p> <p><u>Life Education Van:</u> Know some strategies for dealing with sadness, including what to do or who to talk to</p>	<p>Continue to talk about our own feelings and why we feel that way</p> <p>Identify how other people are feeling and why they may be feeling that way</p> <p>Understand that needs may not always be met instantly</p> <p>Be patient in waiting for things e.g. adult's attention</p> <p>Use manners when requesting something e.g. 'Excuse me Mrs Holdbrook, please can I have a pencil'</p> <p>Identify the challenges in the classroom and be ambitious in attempting them</p> <p>Understand the teacher's intentions (goals for the children) in different activities</p>	<p>Understand how to share and begin to do this without adult support</p> <p>Try to solve conflicts without adult support e.g. somebody snatching a toy and resolving without support (lots of modelling to be done)</p> <p>Set own goals and work towards them</p> <p>Understand and use the writing checklist in adult led activities and in child identified activities</p>	<p><b>ELG</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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>	<p><b>Living in the Wider World:</b></p> <p>Know that some things cost a lot of money and some things don't</p> <p>Know that some people do not have a lot of money and they struggle to survive</p>
<b>Managing Self</b>	<p>Say when we need the toilet and attend to these needs confidently including hand washing</p> <p>Put on and remove some clothing items confidently e.g. coat, jumpers, shoes and socks</p> <p>Tidy up after myself</p> <p>Ask for help when it is needed</p> <p>Feed selves competently using spoon, fork and beginning to use a knife</p> <p>Select and use activities and resources independently, sometimes with some encouragement</p>	<p>Know and talk about some people who help to keep us safe and healthy e.g. doctors, police officers, teachers etc.</p> <p>With encouragement, try new activities and experiences set up indoors and outdoors</p> <p>Understand and follow class rules most of the time</p> <p>Say when we need the toilet and attend to this need mostly independently</p> <p>Wash own hands with some encouragement/support</p> <p>Feed selves using knife, fork and spoon</p> <p>Put on coats, hats, scarves, shoes and socks independently</p> <p>Understand what exercise is and why it is important</p> <p>Begin to understand what a healthy food choice is</p> <p>Understand that some foods are not healthy and we should eat them in moderation</p> <p>Begin to learn about ways in which we can lead a healthy lifestyle</p> <p>Understand the need for good dental hygiene</p> <p>Know how to look after our teeth</p> <p><u>Life Education Van:</u> Know that there is mental as well as physical health</p> <p>Know what we can do to maintain/improve our mental health e.g. exercise, spending time with friends etc.</p> <p>Understand that the body gets energy from food, water and air</p> <p>Know that exercise and sleep are important to our health</p> <p>Name major internal body parts – heart, blood, lungs, stomach, brain</p> <p>Understand the importance of basic personal hygiene e.g. washing, cleaning teeth and brushing hair</p> <p>Understand that medicines can sometimes make us better when we are ill and understand issues of safety and responsibility</p> <p>Know some strategies for dealing with sadness, including what to do or who to talk to</p>	<p>Identify the challenges in the classroom and be ambitious in attempting them</p> <p>Keep trying even when things get difficult, not automatically asking an adult for help e.g. connecting two cubes together etc.</p> <p>With less encouragement, try new activities and experiences set up indoors and outdoors</p> <p>Understand and follow class rules with less encouragement/reminders</p> <p>Attend to toileting needs independently, remembering how to wash hands correctly</p> <p>Begin to use a knife to cut up own food</p> <p>Learn to zip up coat independently</p>	<p>Understand what right and wrong choices are and endeavour to make the right choice</p> <p>Understand class rules and consistently follow them, understanding why we need to do so</p> <p>Use a knife, fork and spoon competently</p> <p>Know and talk about ways in which we can lead a healthy lifestyle: balanced diet, regular exercise, little screen time, good sleep, good oral hygiene and road safety</p> <p>Demonstrate a healthy lifestyle</p> <p>Know some healthy foods that grow in Spring time</p>	<p><b>ELG</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p><b>Health and Wellbeing:</b></p> <p>Know how we keep our body healthy and ourselves safe</p> <p>Understand how to carry out simple hygiene routines</p> <p>Talk about our feelings, regulate them and to understand how our actions make others feel</p>
<b>Building Relationships</b>	<p>Play with one or more other children</p> <p>Show confidence in speaking to other children about needs, wants, interests and opinions</p> <p>Show confidence in speaking to other adults about needs, wants, interests and opinions</p> <p>Share sometimes</p>	<p>Talk about people who are special to us and say why</p> <p>Talk about special people in our community and why they are special</p> <p>Talk about the people in our family and what we like to do with them</p> <p>Build new friendships in school, having a few friends who we play with</p> <p>Confidently communicate with some familiar children, engaging in play and responding to each other</p> <p>Confidently communicate with familiar adults in the class</p>	<p>Build on friendships, maybe starting to play with different children</p> <p>Continue to communicate confidently with friends and adults</p> <p>Work collaboratively as a team to complete a task e.g. building something large outdoors</p>	<p>Take part in turn taking games e.g. board games</p> <p>Understand what it means to be a good friend (RE link) and demonstrate this</p> <p>Demonstrate positive relations with others in the class</p> <p>Talk about the friendships that we have</p> <p>Talk about the different groups that we are a part of</p> <p>Similarities and differences between us</p>	<p><b>ELG</b></p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>	<p><b>Relationships:</b></p> <p>Explore diversity within ourselves and others, comparing similarities and differences</p> <p>Groups that we belong to and our relationship within them e.g. family and friendship groups</p>