



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	
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 9 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.			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. <i>See our school policy and scheme of work</i>		To become an Independent Individual who follows rules and tries to do things for themselves To become a Fantastic Friend who is kind, caring and helpful, who plays and works well with others To become a Calm Colour Monster who talks about and manages their own feelings To become a Healthy Human who knows how to lead a healthy lifestyle To become a St. Gabriel’s Ambassador who shows self-belief, courage, resilience, ambition and harmony	
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
Self-Regulation	Confidently part from parents Follow basic rules e.g. keeping hands to ourselves and walking inside Talk about our feelings, wants and needs with a familiar adult	Understand and follow class rules Understand why rules are important Understand what good and bad choices are Name and group feelings (similar words for feelings) Talk about how we are feeling (linked to The Colour Monster) Part confidently from parents Know that some people don’t have very much money and they need help (Food bank) Know that some things cost a lot of money and some things don’t cost very much <u>Life Education Van:</u> Know some strategies for dealing with sadness, including what to do or who to talk to	Continue to talk about our own feelings and why we feel that way Identify how other people are feeling and why they may be feeling that way Know how they can comfort another child and respond accordingly Understand that needs may not always be met instantly Be patient in waiting for things e.g. adult’s attention Use manners when requesting something e.g. ‘Excuse me Mrs Holdbrook, please can I have a pencil’ Identify the challenges in the classroom and be ambitious in attempting them Understand the teacher’s intentions (goals for the children) in different activities	Understand how to share and begin to do this without adult support Try to solve conflicts without adult support e.g. somebody snatching a toy and resolving without support (lots of modelling to be done) Set own goals and work towards them Understand and use the writing checklist in adult led activities and in child initiated activities	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	Living in the Wider World: Know that some things cost a lot of money and some things don’t Know that some people do not have a lot of money and they struggle to survive
Managing Self	Say when we need the toilet and attend to these needs confidently including hand washing Put on and remove some clothing items confidently e.g. coat, jumpers, shoes and socks Tidy up after myself Ask for help when it is needed Feed selves competently using spoon, fork and beginning to use a knife Select and use activities and resources independently, sometimes with some encouragement	Know and talk about some people who help to keep us safe and healthy e.g. doctors, police officers, teachers etc. With encouragement, try new activities and experiences set up indoors and outdoors Understand and follow class rules most of the time Say when we need the toilet and attend to this need mostly independently Wash own hands with some encouragement/support Feed selves using knife, fork and spoon Put on coats, hats, scarves, shoes and socks independently Understand what exercise is and why it is important Begin to understand what a healthy food choice is Understand that some foods are not healthy and we should eat them in moderation Begin to learn about ways in which we can lead a healthy lifestyle Understand the need for good dental hygiene Know how to look after our teeth <u>Life Education Van:</u> Know that there is mental as well as physical health Know what we can do to maintain/improve our mental health e.g. exercise, spending time with friends etc. Understand that the body gets energy from food, water and ai Know that exercise and sleep are important to our health Name major internal body parts – heart, blood, lungs, stomach, brain Understand the importance of basic personal hygiene e.g. washing, cleaning teeth and brushing hair Understand that medicines can sometimes make us better when we are ill and understand issues of safety and responsibility Know some strategies for dealing with sadness, including what to do or who to talk to	Identify the challenges in the classroom and be ambitious in attempting them Keep trying even when things get difficult, not automatically asking an adult for help e.g. connecting two cubes together etc. With less encouragement, try new activities and experiences set up indoors and outdoors Understand and follow class rules with less encouragement/reminders Attend to toileting needs independently, remembering how to wash hands correctly Begin to use a knife to cut up own food	Understand what right and wrong choices are and endeavour to make the right choice Understand class rules and consistently follow them, understanding why we need to do so Use a knife, fork and spoon competently 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 Demonstrate a healthy lifestyle Know some healthy foods that grow in Spring time	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	Health and Wellbeing: Know how we keep our body healthy and ourselves safe Understand how to carry out simple hygiene routines Talk about our feelings, regulate them and to understand how our actions make others feel
Building Relationships	Play with one or more other children Show confidence in speaking to other children about needs, wants, interests and opinions Show confidence in speaking to other adults about needs, wants, interests and opinions Share sometimes	Talk about people who are special to us and say why Talk about special people in our community and why they are special Talk about the people in our family and what we like to do with them Build new friendships in school, having a few friends who we play with Confidently communicate with some familiar children, engaging in play and responding to each other Confidently communicate with familiar adults in the class	Build on friendships, maybe starting to play with different children Continue to communicate confidently with friends and adults Work collaboratively as a team to complete a task e.g. building something large outdoors	Take part in turn taking games e.g. board games Understand what it means to be a good friend (RE link) and demonstrate this Demonstrate positive relations with others in the class Talk about the friendships that we have Talk about the different groups that we are a part of Similarities and differences between us	ELG 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	Relationships: Explore diversity within ourselves and others, comparing similarities and differences Groups that we belong to and our relationship within them e.g. family and friendship groups



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