

# Early Years Foundation Stage

## Personal Social and Emotional Development (PSED)

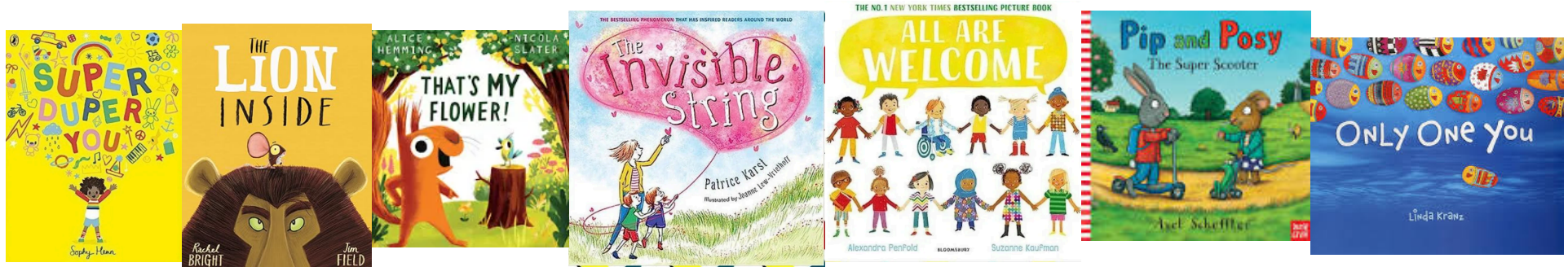


### Educational Programme:

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

## Carefully Selected Books

Staff at the Federation have carefully selected books that represent the diverse community of Trumpington and Cambridge. We aim to select books that promote diversity and challenge stereotypes. These books are available to children to share as part of their class journey through a theme or to share with a friend in a quiet, cosy space. Books are always displayed around the environment to support learning and include a wide range of fiction, non-fiction and poetry books.



## Clear routines

So much of our PSHE learning is taught and embedded through building positive relationships with peers and key adults and clear routines from day 1. Children learn how to play with others, listen to others, take turns, share and resolve conflicts. Transitions are carefully considered for groups of children and individuals.



**The Colour Monster**

## Nursery Progression

Self regulation	Children learn and follow rules, understanding why they are important Talk with others to solve conflicts Talk about their feelings using words like happy or sad angry or worried Begin to understand how others might be feeling. Develop appropriate ways of being assertive
Managing self	Select and use activities and resources, with help when needed Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Beginning to understand the need to look after myself eg keeping safe, going to the toilet Manage their own needs more frequently
Building relationships	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 Help to find solution to conflict and rivalries eg taking turns, using a timer to take turns

## Reception Progression

Alongside our separate PSHE lessons (see below) the following skills are taught and embedded through continuous provision, play and everyday routines:

	Autumn	Spring	Summer
Self regulation	<p>To be able to follow one step instructions, recognise different emotions and focus during short whole class activities</p> <p>To talk about how they are feeling and to consider others feelings.</p>	<p>To be able to focus during longer whole class lessons.</p> <p>To identify and moderate their own feelings socially and emotionally.</p>	<p>To be able to control their emotions using a range of techniques.</p> <p>To follow instructions of three steps or more.</p>
<p><b>End of Reception ELG Self Regulation:</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>			
Managing Self	<p>To wash hands independently</p> <p>To understand the need to have rules.</p>	<p>To begin to show resilience and perseverance in the face of a challenge.</p> <p>To develop independence when dressing and undressing.</p>	<p>To manage own basic needs independently. To dress independently.</p> <p>To be able to show a 'can do' attitude To understand the</p>

			importance of healthy food choices
<b>End of Reception ELG Managing Self:</b>  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.			
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults.  Begin to develop friendships.	To be able to use taught strategies to support turn taking.  To listen to the ideas of other children and agree on a solution and compromise.	To work as a group  To be able to have confidence to communicate with adults around the school.
<b>End of Reception ELG Building Relationships</b>  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.			

In Reception we follow the Cambridgeshire Primary Personal Development Programme scheme of work  
 Separate PSHE lessons are taught once a week and cover the following objectives:

	Autumn	Spring	Summer
	<p><b>Beginning and Belonging:</b>  <u>Being Special</u> 4            1. To understand what is special about me and other people in my class.  <u>Setting Goals</u> 6            2. To understand what I have learnt to do and recognise what I would like to do next. (SR)  <u>Working Together</u> 8            3. To know who and how to ask for help if they need it.            4. To understand ways of welcoming new children to the class.            5. To understand ways of respecting the needs of other children in the class. (MS)            6. To begin to understand how to play and work alongside others at school. (SR)            7. To know how to show I am listening to an adult. (SR)            8. To be able to follow simple instructions. (SR)</p> <p><b>Family and Friends</b>            Families and Other Special People            1. To be able to identify who is special</p>	<p><b>Identity and Diversity</b>  <u>Valuing Difference</u> 4            1. To name and describe themselves and people in their class and notice how they are similar and different. (PCC)            2. To name and describe their family and show interest in other people's families.            3. To name and describe things which are important to them and their family.            4. To recognise similarities and differences between classmates' everyday activities at home. (PCC)            Our Beliefs and Ways of Life 10            5. To notice and describe some features of life in other countries. (PCC)            6. To show interest in, and equally value, a range of people and the variety of ways they live their lives.            7. To understand different ways that people and families celebrate their beliefs. (PCC)</p> <p><b>Me and My World</b>  <u>At School</u> 4</p>	<p><b>Keeping Safe including Drug Education</b>  <u>Recognising if I am Feeling Safe or Unsafe</u> 4            1. To be able to recognise the clues my body gives me when I am feeling unsafe or unsure. (MS)  <u>Asking for Help. Trusted Adults and Networks of Support</u> 5            2. To be able to identify trusted adults who I could talk to and ask for help. (PP)            3. To be able to use an assertive voice and body language. (MS)            4. To be able to identify how and when to talk to a trusted adult. (SR)  <u>Assessing Risk in Different Contexts</u> 7            5. To be able to assess risks in the school and in its grounds.            6. To develop a strategy to keep safer if I am lost.            7. To be able to identify safer places to play.            8. To understand basic road safety skills.            9. To be able to plan ahead to keep safer and apply safety rules in different</p>

	<p>to me and what makes them special. (BR)</p> <p>2. To be able to say who is in my family and how my family care for one another. (BR)</p> <p><u>Developing Friendship Skills</u></p> <p>3. To understand what a friend is, and what a good friend might do. (BR)</p> <p>4. To know some ways to make new friends. (BR)</p> <p>5. To know how to respect my own needs and how to show respect to the needs of others. (BR)</p> <p>6. To know some simple strategies to use to make up with friends after falling out. (BR)</p> <p>7. To know that my actions can affect others. (BR)</p> <p>8. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me. (BR)</p> <p><b>My Emotions</b></p> <p><u>Understanding Feelings</u> 4</p> <p>1. To recognise and identify feelings in themselves and others. (SR)</p> <p>2. To recognise what might cause different feelings in themselves and others. (SR)</p> <p>3. To recognise how they might feel, and how others might feel, if something changes or if they lose something. (SR)</p> <p><u>Managing Feelings</u> 8</p> <p>4. To recognise simple ways of helping themselves feel better. (SR)</p> <p>5. To recognise ways of helping others</p>	<p>1. To identify some of the people who look after them and their school. (PP)</p> <p>2. To know some ways that they can help to look after their school.</p> <p><u>At Home</u> 6</p> <p>3. To understand some things they can do to show care for things at home.</p> <p><u>In the Neighbourhood</u> 7</p> <p>4. To recognise the places and features of their neighbourhood. (PCC)</p> <p>5. To recognise and understand the jobs that people have in their neighbourhood, including people who help them (PCC)</p> <p>Section D - Caring for Living Things 10</p> <p>6. To understand some ways of looking after the local environment to keep it special for everyone.</p> <p>7. To understand what a plant or animal needs to live, and know some ways for caring for them.</p> <p>Section E - Financial Capability 11</p> <p>9. To understand the sorts of things people have to pay for and how they pay for them.</p> <p><b>My Body and Growing Up</b></p> <p><u>Understanding our bodies</u> 4</p> <p>1. To describe their own appearance and name external body parts.</p> <p>2. To understand ways in which their body has changed since they were a baby.</p> <p>3. To understand and value what their bodies can do.</p> <p>4. To recognise similarities and differences between the bodies of girls</p>	<p>contexts (e.g. sun, water, fire, railways)</p> <p>Section D - Personal Safety 11</p> <p>10. To be able to name different parts of the body, including external sexual parts. (MS)</p> <p>11. To be able to identify safe and unsafe touch. (MS)</p> <p>12 To be able to recognise a secret and to know that I can tell a trusted adult if I am worried about a secret. (SR)</p> <p>Section E - Drug Education 14</p> <p>13. To know what goes on to and in to my body. (MS)</p> <p>14. To understand what medicines are and why some people need medicines (MS)</p> <p>15. To understand how to be safe with medicine and who are the trusted people who help them take medicine. (MS)</p> <p><b>Healthy Lifestyles</b></p> <p><u>Staying Healthy</u></p> <p>1. To understand what their bodies need to stay healthy.</p> <p><u>Healthy Eating</u></p> <p>2. To be able to name and talk about foods they like and dislike.</p> <p>3. To understand why different foods and drink are important for their bodies. (MS)</p> <p><u>Exercise, Physical Activity &amp; Rest</u></p> <p>4. To understand what exercise is and why it is good for them.</p> <p>5. To understand the importance of sleep for their bodies.</p>
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	<p>feel better. (SR)</p> <p><u>Coping with Difficulties</u> 11</p> <p>6. To understand what is meant by perseverance, and give examples of how they might do this. (MS)</p>	<p>and boys, including using agreed names for the sexual parts.</p> <p><u>Keeping clean</u> 8</p> <p>5. To understand ways of looking after their body and keeping it clean. (MS)</p> <p>6. To understand ways in which they can take responsibility for keeping themselves clean and recognise situations where they still need to be supported by others. (MS)</p> <p><u>People who care for me</u> 10</p> <p>7. To understand how members of their family and other trusted people care for and look after them.</p> <p><u>Growing up</u> 11</p> <p>8. To recognise how they feel about growing up.</p>	<p><u>Choosing a Healthy Lifestyle</u></p> <p>6. To be able to name some choices they can make which contribute to healthy living. (MS)</p>
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