

## EYFS Curriculum – Personal Social and Emotional Development (PSED)

### Intent

At St John's, children will be provided with a rich PSED curriculum that enables them to become confident, independent and respectful. They show empathy to others and express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class and their own identity will be shaped through an increasing awareness of their own needs and others. Children will have an understanding of the characteristics of a healthy relationship. They will have developed positive attitudes to learning, be cooperative and communicative. The children will show determination to complete a goal, and demonstrate resilience in the face of challenges. They will demonstrate an understanding of what is right and wrong, and why this is important. We promote positive behaviours and children will learn to take responsibility for their own actions.

### Implementation

This area of learning underpins all aspects of a child's daily life at school and we provide variety of activities, direct teaching and quality interactions to support their learning and development. Our curriculum is underpinned by our school values and our school behaviour policy and reflects our knowledge of the characteristics of effective learning. We place an emphasis on verbalising our feelings and emotions and provide an environment that enables children to feel valued and safe. We use the Zones of Regulation to support the development of emotional language and regulation. Throughout the day, adults model respectful relationships, explicitly demonstrating how to manage their emotions and how to interact with others in a variety of situations. We provide an environment to enable our children to engage in active learning, with high-levels of involvement and opportunities to succeed. We encourage children to persevere, overcome challenges and identify feelings of satisfaction and pride when they accomplish their goals. Through our direct teaching of our myHappyMind curriculum, we prioritise positive emotional well-being.

### Impact

By the end of the Foundation Stage our children have developed and demonstrate an understanding about how relationships work, and how we show respect for each other, our world, its creatures as well as material objects. Children work hard, are kind to themselves and others and make good choices. They respond appropriately to one another and any challenges they may face. They follow the school behaviour policy, understanding why there is a need for rules.

## EYFS Progression Map – PSED

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Education Programme</b>	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.					
<b>Nursery</b>	<p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>Seeks comfort from familiar adults when needed and distracts themselves when upset</p>	<p>Use their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play</p>	<p>Enjoys playing alone, alongside others and with others, inviting others into their play and attempting to join others' play</p> <p>Is sensitive to others' messages of appreciation and criticism</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p>	<p>Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions for example, giving up a toy to another who wants it</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the message they hear from others</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p>	<p>Practise skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable situations</p>
<b>Reception</b>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is more aware of their relationships to particular social groups and communicates freely about own home and community</p> <p>Seeks support 'emotional refuelling' and practical help in new or challenging situations</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Is more aware of their relationships to particular groups and sensitive to prejudice and discrimination</p> <p>Talks about their own and others' feelings, behaviour and consequences</p>	<p>Develops particular friendships with children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Understands their own and other people's feelings, offering empathy and comfort</p>	<p>Is increasingly socially skilled and will take steps to resolves conflict with other children by negotiating and finding a compromise, sometimes by themselves, sometimes with support</p> <p>Can describe their competencies, what they can do well and are getting better as, describing themselves in positive and realistic terms</p> <p>Seeks ways to manage conflict, by holding back, sharing, negotiating and compromise</p>
<b>ELGs</b>	<p><b>Self-Regulation</b>                      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> <p><b>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.</p> <p><b>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.</p>					