A close up of a logo

Description automatically generated**EYFS PSED at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

***Statutory Requirement***

*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*

|  |  |  |  |
| --- | --- | --- | --- |
| Dice with facial expressionsPSED | **Nursery** | **Reception**  **Life wise scheme adjusted to suit needs of children within these** | **Year 1** |
| **Self-Regulation** | Separate from parent/ carer  Accepting other adults in the setting  Carpet time expectations  Know nursery rules  To develop and say how they feel and develop an awareness what others feel too  Sharing and being kind  What this means and how to do it  Colour monsters  What makes you feel better when you are sad/angry/scared  How can we help others  Become aware of when others need help and what they can do  What are our values and what they mean in practise  Christmas performance  Waiting for their turn in a game or to speak  Become part of a class community and be friendly with all  Become aware of other adults within our school who may come to nursery  Develop tolerances of other children  Sit still when appropriate  Follow an instruction  Develop confidence in other settings- hall, other areas of school, forest school, trips  How to deal with conflict and sharing in an appropriate way  Managing own dislikes in an appropriate way  Seek comfort and reassurance from familiar adults | Children will be able to follow one step instructions.  Children will recognise different emotions and talk about feelings using words like happy, sad and angry.  Teach children to find an adult to help them if conflict arises.  Children will focus during short whole class activities.  Children will talk about how they are feeling and to consider other people’s feelings.  Talk with others to solve conflicts with adult support.  Children will be able to focus during longer whole class lessons.  Teach children strategies for managing big feelings.  Children will identify and moderate their own feelings socially and emotionally.  Children can show pride in their achievements by showing others their work.  Children will be able to control their emotions using a range of techniques.  Children will be able to initiate an apology independently.  Children will be able to follow instructions of three steps or more.  Children will be independent in the classroom managing their basic needs. They will know the routine and be prepared.  To take responsibility for their own learning during continuous provision producing work of a good standard.  Be able to talk about success and identity when things have not gone so well. | Life wise scheme |
| **Managing Self** | Find activities that interest them  Begin to work with staff for short periods  To realise the importance of keeping clean and what will happen if you don’t  Put their coat on and fasten  Put footwear on and realise when on wrong feet  Use the toilet  Remember to flush and wash hands  Personal hygiene- hand washing, brushing teeth, combing hair,  Eating respectfully and in a tidy fashion  Table manners and while eating food  Change of help get dressed  Organise some of their belongings  Knows and responds to own name  Know names of other children and staff that are familiar  Become confident in trying new things and activities  Persevere at activities that are challenging | Children will understand classroom behaviour expectations in the setting. Begin to understand the importance of rules.  Children will learn to wash their hands independently and be able to manage toileting independently.  Children to manage daily classroom routine, book bags in drawer, water bottles away, name card and EMA work.  Know that if we work together to keep the classroom rules we can earn positive praise and rewards  To establish a ‘Can do’ approach to learning.  Children will understand the need to have rules.  Children will take turns and share resources. Can usually tolerate delay when needs are not met immediately.  To know how the importance of keeping safe when using tools, equipment and resources.  Children will begin to show resilience and perseverance in the face of a challenge.  Teach children the importance of healthy food choices, exercise, hygiene, sleep and oral health.  Children will be independent when dressing and undressing. (jumpers, coats, scarves, gloves, shoes)  Children will manage their own basic needs independently.  Can take account of the ideas of others and how to organise an activity. Can show sensitivity to others needs and feelings. |  |
| **Building Relationship** | Know the teachers names  Know the names of children in their group  Make request item from another child, before taking “ Please may I have a turn”  Refuse a child’s request when they haven’t finished/ in an appropriate way  “Your turn when I have finished”  Being aware of how to help others  Be helpful to others  Become aware of consequences of own actions and how what they are doing could be harmful to themselves or others.  Enjoy the company of staff and other children  Care for other and show concern  Talk about what is wrong/ right in a story and what could we have done  Have respect for people and how they live, how they are different but the same | Children will seek support from adults and gain confidence to speak to peers and adults.  Children will begin to develop friendships.  Children will be able to use taught strategies to support in turn taking  Children will listen to the ideas of other children and agree on a solution and compromise.  Children will learn to work as a group and overcome any conflicts as they arise independently.  Children will have the confidence to communicate with adults around the school. |  |