



PSED

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

PSHE Association Programme of Study [Year 1]

EYFS Statutory Framework: 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.

ELG: **Self-Regulation** Children at the expected level of development will: - 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

ELG: **Managing Self** Children at the expected level of development will: - 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.

ELG: **Building Relationships** Children at the expected level of development will: - 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.

	Preschool	Nursery	Reception	KS1 Links
Self-Regulation	<ul style="list-style-type: none"> - Feel strong enough to express a range of emotions. - Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 	<ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms - Understands their own and other people’s feelings, offering empathy and comfort 	<ul style="list-style-type: none"> - Learns about different feelings that humans can experience. - Learns how to recognise and name different feelings. - Learns how feelings can affect people’s bodies and how they behave. - Learns to recognise that not everyone feels the same at the same time, or feels

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	<ul style="list-style-type: none"> - Be increasingly able to talk about and manage their emotions. - Is gradually learning that actions have consequences but not always the consequences the child hopes for - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset - Responds to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> - Is sensitive to others' messages of appreciation or criticism - Enjoys a sense of belonging through being involved in daily tasks - 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 	<ul style="list-style-type: none"> - Talks about their own and others' behaviour and its consequences - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met 	<ul style="list-style-type: none"> - the same about the same things. - Learns different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. - Learns to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
<p>Managing Self</p>	<ul style="list-style-type: none"> - Express preferences and decisions. They also try new things and start establishing their autonomy. - Find ways of managing transitions, for example from their parent to their key person. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - 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. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, 	<ul style="list-style-type: none"> - Shows confidence in choosing resources and perseverance in carrying out a chosen activity - See themselves as a valuable individual. - Manage their own needs. E.g., personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - • regular physical activity - • healthy eating - • toothbrushing - • sensible amounts of 'screen time' - • having a good sleep routine - • being a safe pedestrian 	<ul style="list-style-type: none"> - Learns about what keeping healthy means. - Learns about food that support good health and the risks of eating too much sugar. - Learns about how physical activity helps us to stay healthy; and ways to be physically active everyday. - Learns about why sleep is important and different ways to rest and relax. - Learns simple hygiene routines that

		<ul style="list-style-type: none"> - using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. 		<ul style="list-style-type: none"> - can stop germs from spreading. - Learns about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
<p>Building Relationships</p>	<ul style="list-style-type: none"> - Builds relationships with special people but may show anxiety in the presence of strangers - Develop friendships with other children. - Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest - Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult - Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g., may offer a child a toy they know they like 	<ul style="list-style-type: none"> - Seeks out companionship with adults and other children, sharing experiences and play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a toy to another who wants it - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> - Develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support - Is proactive in seeking adult support and able to articulate their wants and needs - Build constructive and respectful relationships. - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination - Attempts to repair a relationship or situation where 	<ul style="list-style-type: none"> - Learns about the roles different people play in our lives. - Learns to identify the people who love and care for them and what they do to help them feel cared for. - Learns about different types of families including those that may be different to their own. - Learns to identify common features of family life. - Learns that it is important to tell someone if something about their family makes them unhappy or worried. - Learns about how people make friends and what makes a good friendship.

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			they have caused upset and understands how their actions impact other people	- Learns simple strategies to resolve arguments between friends positively.
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