



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 EYFS reforms early adopter framework 9 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.

Self-regulation - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
Expectations from Nursery	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know and can say what they like and don't like doing. To know when they need help from an adult or peer. To know that some actions or words can hurt or harm others. 	Share, play, say, ask, tell, talk, rules, feelings, kind, unkind, happy, sad, excited, angry, surprised, scared, uncomfortable, help	<ul style="list-style-type: none"> Play alongside others at an activity happily, sharing resources. Do something that they have



	<ul style="list-style-type: none">• To know and understand some of the boundaries. <p><u>Skills</u></p> <ul style="list-style-type: none">• To manage uncomfortable feelings appropriately.• Talk about feeling happy, sad, angry, scared, excited and surprised.• Begins to understand how others might be feeling.• To stop themselves from doing something they shouldn't.• To respond to the feelings and wishes of others.• To take turns and share resources.• To help give comfort to those who are upset.• To distract themselves if upset.• To follow a simple instruction.• To tolerate delay		<p>been asked to do by the adult. E.g., fetch their coat, pick the toys off the floor.</p> <ul style="list-style-type: none">• Wait for their turn on a e.g bike or slide.• Listen to stories during story sessions and identify how the character in the book is feeling.• Fetch a tissue for a child who is upset or ask if they are ok.• Explain to an adult why they are upset.• Be proud to show an adult
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			a picture or something they have made.
	Objectives	Vocabulary	Pedagogical Considerations
Reception	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To identify and understand how they can improve. • To know and explain what they are good at. • To know when and how to respond to a friend, showing sensitivity when needed. • To know how that their own actions affect other people. • To know the boundaries set and the behavioural expectations. • To know that some behaviour is unacceptable. <p><u>Skills</u></p> <ul style="list-style-type: none"> • To ask for help when they have uncomfortable feelings if they need to. • To recognise the feelings of different characters in stories. 	Share, play, say, explain, ask, tell, talk boundaries, rules, feelings, kind, happy, sad, excited, angry, surprised, scared, uncomfortable, help, like, dislike	<ul style="list-style-type: none"> • SCARF resources • Play a simple game in a group and take turns to roll a dice. • Circle time to talk about successes. • Tell their peers if they like their work and why. • Listen to stories during story sessions and identify how the character in



Progression Map: Personal, Social and Emotional

	<ul style="list-style-type: none">• To see themselves as a valuable individual.• To articulate how they feel using age-appropriate language.• To tell others how they make them feel.• To play a group game following someone else's rules.• To negotiate and solve problems without aggression.• To work part of a group or class and understand and follow the rules.• To follow a two / three-part instruction.		<p>the book is feeling and why.</p> <ul style="list-style-type: none">• As a group or class agree and produce rules and understand why they need to be followed.• Follow the schools behaviour policy and know what will happen if they choose not to.• Move their name or face onto feeling words to say how they are feeling that day.
	Objectives		



<p>End of EYFS</p>	<ul style="list-style-type: none"> • Show and 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 an activity, and show an ability to follow instructions involving several ideas or actions.
	<p>Objectives</p>
<p>Year 1 Expectation</p>	<ul style="list-style-type: none"> • To tell you about a thing I do well. • To tell you how I learn best. • To celebrate achievement with my partner. • To identify how I feel when I am faced with a new challenge. • To know how I feel when I see obstacles and how I feel when I overcome them. • To know how to store the feelings of success in my internal treasure chest. • To know ways to praise myself. • I enjoy learning new things. • I know some ways to cope with change.

Relationships - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
<p>Expectations from Nursery</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know how to play with one or more children, extending and elaborating play ideas. 	<p>Play, share, friends, conflict, responsibility, job, help, take turns,</p>	<ul style="list-style-type: none"> • Give children a little job to do - monitors. • Co-operative play activities



Progression Map: Personal, Social and Emotional

	<ul style="list-style-type: none"> To begin to understand what acceptable and unacceptable behaviour is. To know that family and friends care for each other. To identify family members and friends. To recognise some feelings <p><u>Skills</u></p> <ul style="list-style-type: none"> To develop their sense of responsibility and belonging to a group. To help find solutions to conflicts of rivalries. To form a good relationship with a familiar adult. To initiate play with others and keep play going by responding to others. 		<p>or games - den building.</p> <ul style="list-style-type: none"> Sharing / turn taking games - pop-up pirates. Circle time on how to resolve conflicts. Role-play - home corner Make a card for their friend. Opportunities to play in different sized groups. Role-model play. Key adult.
	Objectives	Vocabulary	Pedagogical Considerations
Reception	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know how to make friends. To know how to help themselves and others when they feel upset and hurt. 	Friends, family, fall out, conflict, help, hurt, kind,	<ul style="list-style-type: none"> SCARF resources



Progression Map: Personal, Social and Emotional

	<ul style="list-style-type: none">• To know and show what makes a good relationship.• To know how to take account of one another's ideas when organising an activity.• To feel safe and secure to expand and explore the boundaries and become confident and independent learners.• To recognise that their behaviour may affect other people, especially when they are angry. <p><u>Skills</u></p> <ul style="list-style-type: none">• To help others to feel part of a groups.• To try to solve friendship problems and conflicts when they occur.• To show respect in how they treat others.• To understand how to behave in a group.• To take turns with others.	friendship, together, share, take turns. Repair, relationship, restore, harmony, agreement	<ul style="list-style-type: none">• You've got a friend in me - Toy Story.• Sorting kind / unkind behaviour cards.• Circle time resolving a friendship problem.• To be kind to children who are bullied.• To know how it feels to make a new friend.• To understand these differences make us all special and unique.• To know how it feels to belong to a family and care about
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Progression Map: Personal, Social and Emotional

			<p>the people who are important to me.</p> <ul style="list-style-type: none">• To know how to make a new friend• Sorting kind / unkind words - how do they make you feel.• Draw around a child and write what makes a good friend inside the body outline.• Role-play - home corner with images of different families displayed.• Problem solving challenges.• NSPCC website.
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	Objectives
End of EYFS	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and to others' needs.
	Objectives
Year 1 Expectation	<ul style="list-style-type: none"> • To tell you some ways in which I am the same as my friends. • To tell you some ways I am different from my friends. • To understand how being bullied might feel. PE- <ul style="list-style-type: none"> • Should be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.

Managing self - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
Expectations from Nursery	<u>Knowledge</u> <ul style="list-style-type: none"> • To understand that there are a wider range of feelings than happy and sad • To recognise that I am part of a family and my place in that family • To start to show resilience in the face of challenge • To be able to talk about friendships and relationships at home and nursery • To be able to toilet by myself 	Healthy, unhealthy, germs, wash, good choice, try, happy, sad, cross, worried, scared, sick, confused, silly, excited, clean, dirty, wash, bath, shower, soap, shampoo	<ul style="list-style-type: none"> • Model caring responses and positive behaviour • Make opportunities for children to listen to adults explaining



Progression Map: Personal, Social and Emotional

	<p><u>Skills</u></p> <ul style="list-style-type: none">• To express my feelings to others• To tell another what I want / need• To try again if a task fails first time• To be kind to friends at nursery• To let an adult know when I need the toilet• To brush my teeth with a little adult support		<p>feelings and behaviours</p> <ul style="list-style-type: none">• Collaborate with children in creating rules and expectations• Support children to recognise the consequences of their own actions on others• Model healthy eating and good hygiene practises provide opportunities for toileting talk and handwashing• Provide a wide diversity of books
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	Objectives	Vocabulary	Pedagogical Considerations
Reception	<p><u>Knowledge</u></p> <p><u>-Links with Physical Development when considering health and hygiene aspects of this area of learning</u></p> <p><u>-Links with Self-regulation and relationships</u></p> <ul style="list-style-type: none"> • To know where to ask for help when I need support • To understand that I may need to attempt a task several times before I can achieve / complete it. • To recognise that I belong to different social groups and communities and can communicate about these. • To understand why it is important to wash and be clean • To understand good practices with regard to exercise, eating, drinking water, sleeping, hygiene, and oral hygiene can contribute to good health • To understand why there are rules and that they have to be stuck to <p><u>Skills</u></p> <ul style="list-style-type: none"> • To persevere when tasks become difficult 	<p>healthy, unhealthy, special, hygienic, mould, grime, filth, dirt, sterile, clean, fresh, germs, toilet, hygiene decay, dental, teeth, brush, plaque, tooth pate wipe, flush, dressed, undressed, inside out, exercise, heart, pump, blood, oxygen, sleep, right, wrong, choice, keep trying, independently.</p> <p>Embarrassed, nervous, tired, lonely, feelings, mood attitude, temper, Fair, justice, different, culture, family, relative, friend</p>	<ul style="list-style-type: none"> • SCARF resources • Model caring responses and positive behaviour • Make opportunities for children to listen to adults explaining feelings and behaviours and encourage children to respond to this modelling with their thoughts • Collaborate with children in creating rules and expectations



Progression Map: Personal, Social and Emotional

	<ul style="list-style-type: none">• To articulate my wants and needs and ask for help• To talk about myself confidently• To talk about my own home and discuss similarities and differences with others.• To be aware of their relationships to particular social groups and sensitive to prejudice and discrimination• To describe myself in positive but realistic terms.• To describe my abilities, what I do well at, and are getting better at.• To always remember to wash my hands after toileting and before meals• To be able to brush my own teeth• To talk about healthy life choices such as sleeping and exercise being good for you• To identify healthy foods and explain why I should have a variety of food.• To be able to talk about changes when I feel well and unwell• To discuss behavioural expectations of my classroom and surroundings		<ul style="list-style-type: none">• Support children to recognise the consequences of their own actions on others and suggest solutions to conflicts• Model healthy eating and hygiene practise• Discuss good self-health care and provide opportunities for this e.g. dental awareness• Provide a variety of class text and resource that celebrates
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Progression Map: Personal, Social and Emotional

	<ul style="list-style-type: none"> To talk about justice and fairness and be sensitive to others 		<p>diversity and can be used to compare and contrast with home</p>
	Objectives		
End of EYFS	<ul style="list-style-type: none"> To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices To explain the reasons for rules, know right from wrong and try to behave accordingly To be confident to try new activities and show independence and resilience and perseverance in the face of challenge. 		
	Objectives		
Year 1 Expectation	<ul style="list-style-type: none"> To feel good about myself when I make healthy choices. To know I am special so I keep myself safe. To know some ways to help myself when I feel poorly. To recognise when I feel frightened and know who to ask for help. To recognise how being healthy helps me to feel healthy. To understand that growing up is natural and that everybody grows at different rates. To recognise which forms of physical contact are acceptable and unacceptable to me. To know when I need help and how to ask for it. <p>D&T</p> <ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes. 		



Progression Map: Personal, Social and Emotional

	<p>Science</p> <ul style="list-style-type: none">• Name, draw and label parts of the body and say which part of the body is associated with each sense
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