

# Personal, Social and Emotional Development - EYFS Curriculum Map

## EYFS Personal, Social and Emotional Development- Educational Programme Statutory:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Development Matters	How PSED is achieved in Foundation Stage at Eastover Primary School	RSHE KS1
Personal, Social and Emotional Development RSHE		Developing relationships ☑ Understanding feelings ☑ Managing behaviour – using gentle words and hands	To think about themselves, to learn from their experiences, to recognise their strengths and set simple but challenging goals. To think about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To think about change and loss and the associated feelings.
	<p><b>During their reception year at Eastover children will:</b></p> <p>See themselves as a valuable individual.                      Build constructive and respectful relationships.                      Express their feelings and consider the feelings of others.                      Show resilience and perseverance in the face of challenge.                      Identify and moderate their own feelings socially and emotionally.                      Think about the perspectives of others.</p>	☑ Uniqueness – what makes me special ☑ Families and homes ☑ Making friends ☑ Anti-bullying week  ☑ Never giving up ☑ Goal setting ☑ Overcoming obstacles ☑ Internet safety day  ☑ Making friends	To think about growing and changing and new opportunities and responsibilities that increasing independence may bring. That household products including medicines can be harmful. About people who look after them and who they can go to if they are worried. To recognise that they share a responsibility for keeping themselves and others safe, when to say yes and no including that they do not need to keep secrets. To offer constructive support and feedback to others To identify and respect the differences and similarities between people

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	<p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good</p> <ul style="list-style-type: none"> <li>• sleep routine; being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>☑ Dealing with falling out</li> <li>☑ Being a good friend</li> <li>☑ My body and being healthy</li> <li>☑ Growing up</li> <li>☑ Changes and getting used to these</li> <li>☑ My body and exercise</li> <li>☑ Food and teeth cleaning</li> <li>☑ Sleep</li> <li>☑ Stranger Danger</li> <li>☑ Health Week</li> </ul>	<p>To identify their special people</p>
<p><b>Vocabulary:</b></p> <p>Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules</p>			
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>☑ Can children follow instructions?</li> <li>☑ Can children co-operate with each other and take turns?</li> <li>☑ Can children manage their own basic needs and hygiene?</li> </ul>			
<p><b>Children at the expected level of development by the end of FS will meet the ELGs:</b></p> <p>Children at the expected level of development will (self regulation):</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> </ul>			

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- 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.

Children at the expected level of development will (managing self):

- 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.

Children at the expected level of development will (Building relationships)

- 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.

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## PSED Skills taught in Foundation Stage:

Self regulation	Managing Self	Building relationships
<p>Have high expectations for children following instructions, with high levels of support when necessary.</p> <ul style="list-style-type: none"> <li>☑ Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>☑ Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li> <li>☑ Undertake specific activities that encourage talk about feelings and their opinions.</li> <li>☑ Help children to set own goals and to achieve them.</li> <li>☑ Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>☑ Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in</li> </ul>	<p>Offer constructive support and recognition of child's personal achievements.</p> <ul style="list-style-type: none"> <li>☑ Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li> <li>☑ Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>☑ Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> <li>☑ Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> <li>☑ Model practices that support good hygiene, such as insisting on washing hands before snack time.</li> <li>☑ Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li> <li>☑ Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</li> <li>☑ Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</li> </ul>	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <ul style="list-style-type: none"> <li>☑ Take opportunities in class to highlight a child's interests, showing you know them and about them.</li> <li>☑ Make sure children are encouraged to listen to each other as well as the staff.</li> <li>☑ Ensure children's play regularly involves sharing and cooperating with friends and other peers.</li> <li>☑ Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li> </ul>

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## Information for RSHE Subject Leaders

The most relevant statements for RSHE are taken from the following areas of learning in the EYFS 2021 Framework.

- Personal, social and emotional development
- Understanding of the World,

Physical Development

Communication and Language

<b>Understanding of the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.  Talk about the lives of people around them and their roles in society.
<b>Communication and Language</b>	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.  Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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<p><b>Physical Development</b></p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>
<p><b>Personal, Social and Emotional</b></p>	<p>See themselves as a valuable individual.          Build constructive and respectful relationships.          Express their feelings and consider the feelings of others.          Show resilience and perseverance in the face of challenge.          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others.          Manage their own needs. - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>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>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>Work and play cooperatively and take turns with others.          Form positive attachments to adults and friendships with peers.          Show sensitivity to their own and others' needs.</p>

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