

## EYFS Curriculum Progression

### Personal, Social and Emotional Development - PSHE

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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Through books, resources, group times and planned activities led we aim to:

- Inspire our children to try new things and accept new challenges.
- Provide our children with a sense of the wider community.
- Teach children to understand that we are unique but can have similarities and differences with others and to promote and celebrate these.
- Encourage our children to be independent and confident in self-care.
- Promote healthy choices through mealtimes, cooking and physical activities.
- Teach our children the importance of identifying risks, and managing them appropriately and safely.
- Provide our children with the skills they need to become skillful communicators.

<b><u>Implementation</u></b>	<b><u>Learning experiences</u></b>	<b><u>Key vocabulary &amp; what children need to know</u></b>	<b><u>Development Matters in the EYFS</u></b>
<p><b><u>Caterpillars</u></b> Nursery 2 year old Provision</p>	<p>Daily routines are designed to give the children a consistent environment in which they can be free to express themselves.</p> <p>With support, children are taught to express their own preferences and interests, likes and dislikes. Opportunities to speak freely in a group or 1:1 situations. Through group times they are reassured of their own position within the setting. Helicopter story and singing sessions bring them together and give each child a voice. Communication is supported where appropriate using Makaton as part of our inclusive provision.</p> <p>Opportunities to join in with others' play throughout the setting and feel part of a wider group. Shared experiences are encouraged to enhance the learning outcomes.</p> <p>Provide consistent, warm and responsive care.</p> <p>At first, centre this on a key person. In time, children can develop positive relationships with other adults.</p> <p>Show warmth and affection, combined with clear and appropriate boundaries and routines.</p> <p>Develop a spirit of friendly cooperation amongst children and adults.</p> <p>Encourage and describe the wide range of emotions that children are feeling. E.g. I can see a huge smile on your</p>	<p>Care, share, kind, kind hands, friends, family,</p> <p>Me, I, you,</p> <p>Like, don't like, love</p> <p>Good for you, eat, clean, wash, dry</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Thrive as they develop self assurance.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong</p>

	<p>face you must be feeling very proud/pleased/happy about...”</p> <p>Offer verbal instructions and praise when the children comply.</p> <p>Encourage them to use their voice to make others aware of their wishes. Describe what they can see children are good at and encourage them to describe this in themselves as well.</p> <p>Encourage children to think about why other people are doing things e.g. why do you think Tadas is having a drink? (Because he’s thirsty) why do you think Felicity is crying?...Answers may have to be modelled to support this awareness.</p> <p>Offer lots of opportunities for make-believe play (role-play, small world) both alone and as a group</p> <p>Talk about the immediate past as part of the regular routines e.g. who can remember what we did today at nursery? What did you have for your breakfast this morning? Did you see that huge storm last night?</p> <p>Use a daily visual timetable to show how things are going to happen but we will have to wait for a short while until they do.</p>		<p>impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when</p>
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<p><b>Butterflies</b> Preschool provision</p>	<p>Wider group involvement is encouraged, to allow children to take turns and share resources appropriately.</p> <p>Role play opportunities are extended to allow children to add their own ideas and incorporate their own experiences. Our children are inspired to keep play going and respond to others ideas, opinions and interests.</p> <p>Through both child led and adult initiated ideas and activities, our children are taught to be confident in social situations. Through praise children are inspired to make their own choices when completing tasks. Group times give a sense of unity.</p> <p>Provide consistent, warm and responsive care. At first, centre this on a key person.</p> <p>In time, children can develop positive relationships with other adults. Show warmth and affection, combined with clear and appropriate boundaries and routines.</p> <p>Develop a spirit of friendly cooperation amongst children and adults. Encourage and describe the wide range of emotions that children are feeling. E.g. I can see a huge smile on your face you must be feeling very proud/pleased/happy about..." Encourage (perhaps with support) the children to express complex emotions that the child and others are displaying.</p> <p>Encourage (perhaps with support) the children to express/appreciate how another person's interpretation of a situation may be different from their own.</p>	<p>Care, share, kind, kind hands, friends, family, everyone, together, group, join in, choose, that one,</p> <p>Questions: Which? What? Why? How? Who?</p> <p>Me, I, you, them, their, us, mine, yours, we,</p> <p>Like, don't like, love,</p> <p>Good for you, eat, clean, wash, dry, healthy, strong, well, safe, grow, cut, chop, cook, bake,</p>	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>
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	<p>Be a model of good behaviour for children to adopt/copy. Encourage chatter about social activities/occurrences and begin to add humour e.g. when a child bumps themselves asking if they would like the leg chopping off?</p> <p>Provide resources for dramatic make-believe play.</p> <p>Provide a wide variety of materials for large outdoor construction and indoor construction.</p> <p>Provide opportunities for tasks to be completed with a companion e.g. taking something to an adult.</p> <p>Praise when the child shows concerns for playmates in distress. Encourage/model chatter about past events through sharing</p> <p>Seesaw uploads and show and tell.</p> <p>Encourage/model chatter about events in the near future by using a timetable in the setting</p>		<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>
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<p><b>Holly Class</b> Reception</p>	<p><b>Self-confidence:</b> Our children are provided opportunities to speak in groups, try a range of new activities and make positive</p>	<p>Care, share, kind, kind hands, friends, family, everyone,</p>	<p>See themselves as a valuable individual.</p>
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	<p>choices. Our children are encouraged to select resources and complete tasks, understanding they can trust their own judgements, but at the same time be aware they can also ask for help. We use praise to inspire confidence in their own abilities and encourage them to talk about themselves in a positive way.</p> <p><b>Positive Relationships:</b> Through play experiences, our children are encouraged to listen to each other’s ideas, take them into account and respond to them in a positive and friendly way. Children are inspired to be inquisitive and ask questions of others</p> <p>Encourage/model chatter about events in the near future by counting down to key events in the near future such as Halloween, Christmas, Birthdays...</p> <p>Praising the children when they show that they have inhibited an emotion/curbed a desire.</p> <p>Praise socially appropriate responses to events e.g. concern when somebody hurts themselves rather than laughing. Reinforce the rules of the setting and encourage the children to explain why some behaviour is right and wrong.</p> <p>Praise when children show an emerging ability to self-regulate – identifying the cause of a behaviour.</p> <p>Praise when they tidy up. Share lots of stories that offer opportunities to explore emotions, rules, people’s intentions etc.</p>	<p>together, group, join in, choose, that one,</p> <p>Questions: Which? What? Why? How? Who?</p> <p>Me, I, you, them, their, us, mine, yours, we,</p> <p>Like, don’t like, love,</p> <p>Good for you, eat, clean, dirty, wash, dry, healthy, strong, well, safe, grow, cut, chop, cook, bake, Put on, take off, undo, tie up, fasten, pull up, tired, heart beating fast, breathing, (out of breath), get dressed, get changed,</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p><b><u>ELG Self regulation:</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><u>ELG Managing self:</u></b></p>
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