



## GOLDEN VALLEY PRIMARY SCHOOL

### EYFS Curriculum Overview – Personal Social and Emotional Development

#### **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 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.

<b>In Nursery, children will have learnt to:</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Begin to understand how others might be feeling.</li> </ul>

<p><b>In Reception, children will learn to:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<p><b>At Golden Valley we will teach these objectives using:</b></p> <div style="border: 1px solid black; background-color: #d8bfd8; padding: 5px; width: fit-content; margin: 10px auto;">PSED</div> <ul style="list-style-type: none"> <li>• Class and school expectations</li> <li>• WOW Cards</li> <li>• House Points</li> <li>• Adult responses to individual incidents relating to behaviour</li> <li>• Carpet time discussions</li> <li>• Assemblies and singing practise</li> <li>• Mental Health Awareness activities</li> <li>• Modelling acceptable behaviours and responses</li> <li>• Challenges to encourage safe risk taking</li> <li>• Team work challenges</li> <li>• 'I can't do it <u>yet</u>' phraseology</li> <li>• Activities to practise dressing after PE, putting on coats, hats, gloves, sweatshirts etc.</li> <li>• Dressing up activities</li> </ul>	<p><b>By the end of the Reception year, children at the expected level of development will:</b></p> <p><u>ELG: Self-Regulation</u></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> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><u>ELG: Managing Self</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
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