

Nursery - EYFS PSED Content

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 9 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.

Pupils should be taught:

Building Relationships

- 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
- Practices skills of assertion negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Talk about their own and the feelings of others using words like 'happy', 'sad', 'angry' or 'worried'

Managing Self

- Beginning to develop ideas about themselves according to messages of appreciation or criticism from others
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
- Developing their sense of belonging, responsibility and membership of a community (in class, in school or in the wider 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

Self-Regulation

- Expresses and recognises a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, fear and self-doubt
- Talks about how other might be feeling and responds according to their understanding of the other person's needs and wants
- 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
- Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions

Reception - EYFS PSED Content

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.

Pupils should be taught:

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 others' needs


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 health food choices

Self-Regulation

- 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
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

	Building Relationships	Managing Self	Self-Regulation
Nursery	<ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas (BMITW, Relationships) Uses their experiences of adult behaviours to guide their social relationships and interactions (Relationships) 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 (BMITW, Relationships) Practices skills of assertion negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (Relationships) Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play (BMITW, Relationships) Talk about their own and the feelings of others using words like 'happy', 'sad', 'angry' or 'worried' (BMITW) 	<ul style="list-style-type: none"> Beginning to develop ideas about themselves according to messages of appreciation or criticism from others (BMITW, Relationships) Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (BMITW, Relationships) Developing their sense of belonging, responsibility and membership of a community (in class, in school or in the wider community). (BMITW, Relationships, CD) Shows their confidence and self-esteem thorough 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 (BMITW, Relationships) 	<ul style="list-style-type: none"> Expresses and recognises a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, fear and self-doubt (BMITW, Relationships) Talks about how other might be feeling and responds according to their understanding of the other person's needs and wants (BMITW, Relationships) 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 (BMITW, Relationships) Understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions (BMITW, Relationships)
Reception	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others (BMITW) Form positive attachments to adults and friendships with peers (BMITW) Show sensitivity to their own and others' needs (BMITW / Relationships) 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (BMITW, D&G) Explain the reasons for rules, know right from wrong and try to behave accordingly (BMITW) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of health food choices (HM) 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (BMITW, Relationships) Set and word towards simple goals, being able o wait for what they wants and control their immediate impulses when appropriate (BMITW, D&G) 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 (BMITW, Relationships)

			 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (BMiTW, Relationships)
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** RED = Links to Jigsaw Topics