

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.

Personal, Social and Emotional Development – Prime Area

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>Take care of toileting needs independently.</p> <p>Separate from main carer and learn to adapt to the Nursery environment.</p> <p>Select and use activities and resources, with help if needed.</p> <p>Learn about classroom routines and rules.</p>	<p>Becoming increasingly independent in managing their own care needs. (Toileting and putting on own coat.)</p> <p>Learn about classroom routines and rules.</p> <p>Show awareness of expectations of behaviour.</p> <p>Select and use activities and resources, with help if needed.</p> <p>Show interest in engaging in play with peers.</p> <p>Use words to request.</p> <p>Use words to interact/ communicate with peers.</p>	<p>Learn how to share resources and play in a group.</p> <p>Learn how to take turns and be patient.</p> <p>Become increasingly independent in following the Nursery rules.</p> <p>Select and use activities and resources.</p> <p>Show interest in engaging in play with peers, extending and elaborating play ideas.</p> <p>Show confidence in asking adults for help.</p> <p>Use words to interact/ communicate with peers</p> <p>Develop appropriate ways</p>	<p>Independently share resources.</p> <p>Increasingly follow rules and know why they are important.</p> <p>Show how to look after the resources in our class.</p> <p>Select and use activities and resources.</p> <p>Show interest in engaging in play with peers, extending and elaborating play ideas.</p> <p>Use words to interact/ communicate with adults and peers.</p> <p>Show appropriate ways of being assertive.</p> <p>Begin to show awareness of</p>	<p>Be independent at managing toilet and hygiene.</p> <p>Be independent at putting on own coat and begin to do own zip.</p> <p>Initiate play with their peers and keep play going. (Support)</p> <p>Show confidence in new social situations.</p> <p>Learn how to work as a team.</p> <p>Increasingly follow rules and know why they are important.</p> <p>Select and use activities and resources.</p> <p>Use talk to solve conflicts.</p> <p>Show how to care for others.</p>	<p>Be independent at managing toilet and hygiene.</p> <p>Be independent at putting on own coat and begin to do own zip.</p> <p>Independently play with their peers and keep play going.</p> <p>Show confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Remember the rules without the adult needing to remind them.</p> <p>Find solutions to conflicts.</p> <p>Show how to care for others.</p> <p>Show awareness of how others might be feeling.</p>	

			of being assertive.	how others might be feeling.	Show awareness of how others might be feeling. Use words to talk about how they are feeling. Show appropriate ways of being assertive. Develop a sense of responsibility within the class.	Use words to talk about how they are feeling. Show appropriate ways of being assertive. Develop a sense of responsibility within the class	
Nursery Knowledge	<p>Know how to wash hands.</p> <p>Know that washing hands is important after going to the toilet.</p> <p>Know that they can approach adults in the Nursery.</p>	<p>Know how to wash hands.</p> <p>Know that washing hands is important after going to the toilet.</p> <p>Know how to use phrases like "Help me please" to request help.</p> <p>Know how to follow classroom routines.</p> <p>Learn the three steps to help resolve conflict.</p>	<p>Talk about how to follow the Nursery rules.</p> <p>Know where to find resources.</p> <p>Know how to use a range of phrases to request help. (E.g. please can you do my zip)</p> <p>Know that when you play in a group other children need a turn.</p> <p>Know and use the three steps when being assertive (with support)</p>	<p>Know how to follow the Nursery rules.</p> <p>Know where to find resources and put them away.</p> <p>Know how to use a range of phrases to request help. (E.g. please can you do my zip)</p> <p>Know that when you play in a group other children need a turn.</p> <p>Know and use the three steps independently.</p>	<p>Know how to behave in different social situations.</p> <p>Know where to find resources and put them away.</p> <p>Know how to use a range of phrases to request help. (E.g. please can you do my zip)</p> <p>Know that others don't always like the same as us.</p> <p>Know and use the three steps independently.</p>	<p>Know how to behave in different social situations.</p> <p>Know where to find resources and put them away.</p> <p>Know how to use a range of phrases to request help. (E.g. please can you do my zip)</p> <p>Know that others don't always like the same as us.</p> <p>Know and use the three steps independently.</p> <p>Know how to make healthy</p>	

			Know which adults they can ask for help.			choices about food and drink choices.	
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Reception							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>Independently manage own toileting and self-care (washing hands)</p> <p>Be independent at putting on own coat and begin to do own zip.</p> <p>Recognise different emotions.</p> <p>Learn about classroom rules and routines.</p> <p>Engage in play with children who are playing with the same activity.</p> <p>Focus during short whole class activities.</p> <p>Follow one-step instructions.</p>	<p>Independently manage own toileting and self-care (washing hands)</p> <p>Be independent at putting on own coat and begin to do own zip and buttons (with support).</p> <p>Show awareness of how others are feeling.</p> <p>Express own feelings.</p> <p>Adapt behaviour to a range of situations.</p> <p>Confident to try new activities.</p> <p>Begin to respond to unwanted to behaviour appropriately.</p>	<p>Be independent at putting on own coat, aprons, welly boots.</p> <p>Maintain focus during longer whole class input sessions.</p> <p>Follow an instruction which involves more than one step.</p> <p>Show resilience and perseverance when faced with a challenge.</p> <p>Begin to work as a group with support from adults.</p> <p>Take turns during group work and when playing games together.</p> <p>Remember the rules without the</p>	<p>Be independent at putting on own coat, aprons, welly boots.</p> <p>Maintain focus during longer whole class input sessions.</p> <p>Follow an instruction which involves more than one step.</p> <p>Regulate own behaviour accordingly.</p> <p>Respond to unwanted to behaviour appropriately.</p> <p>Independently work as a group with their peers.</p> <p>Remember the rules without the adult needing to remind them.</p>	<p>Independently manage basic care and hygiene needs without prompting.</p> <p>Maintain focus during extended whole class teaching sessions and independent learning activities.</p> <p>Show sensitivity towards own and others' feelings.</p> <p>Form positive friendships with peers.</p> <p>Develop relationships with other adults around the school – to support transition.</p> <p>Communicate with a range of</p>	<p>Independently manage basic care and hygiene needs without prompting.</p> <p>Maintain focus during extended whole class teaching sessions and independent learning activities.</p> <p>Develop relationships with other adults around the school – to support transition.</p> <p>To communicate with a range of people within school.</p> <p>Show resilience and confidence when faced with changes. (Transition)</p>	<p><u>Self – Regulation</u></p> <p>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><u>Managing Self</u></p>

		<p>Develop positive relationships with the Reception staff.</p> <p>Be confident to speak to adults at school when they need help.</p> <p>Develop friendships with peers.</p>	<p>adult needing to remind them.</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>people within school.</p>	<p>Listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>Develop strong friendships.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
Reception Knowledge	<p>Understand how people show emotions.</p> <p>Know how to behave in different social situations.</p> <p>Begin to talk about how they are feeling.</p> <p>Know who to approach in Reception to seek help.</p>	<p>Know how their behaviour affects others feelings.</p> <p>Know how to behave in a range of situations. E.g. worship/ lunch/ group time/ active learning.</p> <p>Know how to be assertive using the 3 steps to unwanted behaviour.</p> <p>Know which adults they can talk to if don't feel safe.</p>	<p>Know some of the school values that support their learning. E.g. Perseverance, patience, co-operation, respect, honesty.</p> <p>Know the class rules and they need to follow them.</p>	<p>Know some of the ways to regulate behaviour. E.g. candle breathing, walk away, use words, speak to an adult.</p> <p>Know how to be assertive using the 3 steps to unwanted behaviour.</p> <p>Show awareness of how to be healthy.</p> <p>Identify and name healthy foods.</p> <p>Understand the importance of healthy food choices.</p>	<p>Know the importance of washing hands after going to the toilet and before eating snack/ lunch.</p> <p>Know why it is important to listen and concentrate during whole class carpet sessions.</p> <p>Know how to respond to others' feelings. E.g. showing concern when upset/ showing where to find resources If they need help.</p> <p>Know who their friends are and talk about what</p>	<p>Know adults they can talk to. E.g. lunchtime support/ in the classroom/ afterschool clubs.</p> <p>Know some ways to respond to change. E.g. Positivity/ Can do attitude.</p> <p>Know how to work as a team. Understanding the need to listen to others and opinions.</p> <p>Know who their friends are and talk about what makes a good friend.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>

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