



‘Remembering yesterday, Learning from today, Striving for tomorrow’

EYFS 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.

In Nursery children will be learning to:

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing & drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

In Reception - children will be learning to:

- See themselves as a valuable individual. Before starting Reception, we will get to know our children and their families to begin to know likes, dislikes and other interests. We will talk and listen to the children about their experiences.
- Build constructive and respectful relationships. We will model positive and respectful relationships and praise children for turn taking, sharing, listening to each other and being a kind friend. We will talk about what is a kind friend.

Our Learning Journey: Personal, social and emotional development

	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. We will model and praise positive behaviour, including giving super dooper rings to children who show positive behaviour. • Show resilience and perseverance in the face of challenge. As adults we will model resilience and showing perseverance and encourage children to keep going even when things are a bit tricky. We will talk about that we sometimes have to have another go as it doesn't always go right the first time. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. We will do this particularly through stories but also through modelling about adult's feelings e.g. how to fill up the bucket of someone else – how will they be feeling? • Manage their own needs - personal hygiene. We will work with parents and health visitor/ school nursing team to support this. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian
Early Learning Goals - Children at the expected level of development will:	
ELG: Self-Regulation	<ul style="list-style-type: none"> • 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.
ELG: Managing Self	<ul style="list-style-type: none"> • 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.
ELG: Building Relationships	<ul style="list-style-type: none"> • 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.

Our Learning Journey: Personal, social and emotional development

Y1 curriculum

Children's personal, social and emotional development (PSED) is crucial for their cognitive development. Children will start the National Curriculum in Y1 and follow the Y1 programmes of study. By completing this learning journey, it will give the children the broad range of knowledge and skills that provide the right foundation to start the Y1 curriculum because they will be able to:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
Form positive relationships with adults and with peers, working cooperatively.
Give focused attention to others, responding appropriately.