



PSED EYFS

PSED	Development Matters	Birth to 5	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Develop their sense of responsibility and membership of a community</li> <li>Become more outgoing with unfamiliar people and show more confidence in new social situations.</li> <li>Play with one or more other children, extending play.</li> <li>Find solutions to conflicts and rivalries through talking.</li> <li>Increasingly follow and remember rules.</li> <li>Develop appropriate ways of being assertive</li> <li>Talk about their feelings.</li> </ul>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Seeks out companionship with adults and other children.</li> <li>Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>Shows increasing consideration of other people’s needs and gradually more impulse control</li> <li>Practices skills of assertion, negotiation and compromise and can resolving conflict with adult support</li> <li>Enjoys playing alone, alongside and with others.</li> <li>Becoming aware of similarities and differences between themselves and others.</li> <li>Is aware of being evaluated by others and begin to develop ideas about themselves based on others messages.</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things.</li> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play as well as talking about others feelings and responding accordingly.</li> </ul>	<p><b>General learning throughout the year</b></p> <ul style="list-style-type: none"> <li>Circle time sessions</li> <li>Listening games</li> <li>Talking partners</li> <li>Model good listening and turn taking</li> <li>Emotion coaching</li> <li>Assemblies</li> <li>Daily toothbrushing</li> <li>Reminders to wash hands</li> <li>Join in with a variety of simple songs.</li> <li>Discuss and share family celebrations such as birthdays / Christmas.</li> <li>Share stories daily and talk about what has happened and why / moral / what does that mean for us?</li> <li>Class rules and routines</li> <li>Role play – being friends</li> <li>Random acts of kindness</li> <li>Sports day – taking part, working as a team.</li> <li>My happy mind sessions weekly.</li> <li>Good modelling from adults in the setting.</li> <li>Sensory area</li> </ul> <p><u>School rules ‘Be ready, be safe, be kind.’</u></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to express how I feel.</li> <li>I know that I can talk to familiar adults in our school.</li> <li>I know how to listen to others.</li> <li>I know how to follow a simple instruction.</li> <li>I know when I am feeling happy, sad or angry.</li> <li>I know why we have rules.</li> <li>I know how to get dressed.</li> <li>I know how to use the toilet.</li> <li>I know that some foods are healthy and that others are unhealthy.</li> <li>I know how to take turns.</li> <li>I know how to be a good friend.</li> <li>I know when other people are feeling sad.</li> <li>I know the difference between good and bad actions.</li> </ul>
	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive &amp; respectful relationships</li> <li>Express their feelings and the feelings of others</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Represents and recreates what they have learnt about social interactions from their relationships.</li> <li>Develops friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</li> </ul>	<p><b>General learning throughout the year</b></p> <ul style="list-style-type: none"> <li>Circle time sessions</li> <li>Listening games</li> <li>Talking partners</li> <li>Model good listening and turn taking.</li> <li>Cbeebies – Brush your teeth / wash your hands.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to express how I feel.</li> <li>I know that I can talk to familiar adults in our school.</li> <li>I know how to listen to others.</li> <li>I know how to follow a simple instruction.</li> <li>I know when I am feeling happy, sad or angry.</li> <li>I know why we have rules.</li> <li>I know how to get dressed.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Be tolerant of others and think about the perspective of others.</li> <li>Manage their own needs – persona hygiene.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:</li> <li>Regular physical activity</li> <li>Healthy eating</li> <li>Toothbrushing</li> <li>Sensible amounts of ‘screen time’</li> <li>Having a good sleep routine</li> <li>Being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul>	<ul style="list-style-type: none"> <li>Join in with a variety of simple songs.</li> <li>Discuss and share family celebrations such as birthdays / Christmas.</li> <li>Share stories daily and talk about what has happened and why / moral / what does that mean for us?</li> <li>Fruity Friday</li> <li>Snack table – ‘Time to Talk’ pictures and questions.</li> <li>Worry monsters.</li> <li>Class rules and routines</li> <li>Role play – being friends</li> <li>Random acts of kindness</li> <li>Sports day – taking part, working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use the toilet.</li> <li>I know that some foods are healthy and that others are unhealthy.</li> <li>I know how to take turns.</li> <li>I know how to be a good friend.</li> <li>I know when other people are feeling sad.</li> <li>I know the difference between good and bad actions.</li> </ul>
	<p><b>ELG :</b> <u>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>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> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others’ needs.</li> </ul>		<ul style="list-style-type: none"> <li><u>School rules ‘Be ready, be safe, be kind.’</u></li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Feelings – happy, sad, angry, upset, hurt, worried, scared.</li> <li>Rules, behaviour, listen, share, friend, turn</li> <li>Healthy, unhealthy</li> </ul>