

St Edmund's and St Thomas' Catholic Primary School EYFS PSED Knowledge and Skills Progression Map

Personal, Social and Emotional Development		Nursery	Reception	KS1 Links
Self-Regulation	Knowledge and Skills	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally. Teach children phrases to help – e.g 'my turn, your turn' stop, I don't like that</p>	<p>Identifies and moderates their own feelings, socially and emotionally</p> <p>Thinks about the perspectives of others</p>
	Vocabulary	instruction, attention	instruction, strengths, qualities, attention, distraction	
Managing Self	Knowledge and Skills	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 'Super hero coat' method</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Select and choose resources to help them reach a goal and will ask for help, when needed.</p>	<p>Encourage independence – Try three before me !</p> <p>Manage their own personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<p>How people make friends and what makes a good friendship.</p> <p>Recognise when they or someone else feels lonely and what to do.</p> <p>Simple strategies to resolve arguments between friends positively. How to ask for help if a friendship is making them feel unhappy</p> <p>That sometimes people may behave differently online, including by pretending to be someone they are not</p>
	Vocabulary	rules, voice, feelings – happy, sad, , excited, grumpy, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent	
Building Relationships	Knowledge and Skills	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>How to respond safely to adults they don't know.</p> <p>How to treat themselves and others with respect; how to be polite and courteous.</p>
	Vocabulary	Problems, feelings, confidence	Relationships, problems, cooperative, sensitive.	
	How it's covered	<p>PSED is interwoven into all elements of the EYFS in each term. We provide activities and experiences for our children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, farmers, police and firemen. As a school community, we have close links with our parish church and support those in our community and world that are less fortunate than us. Children are responsible for maintaining the indoor and outdoor areas, including the allotment and gardens. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group. We encourage independence to build resilience and confidence.</p> <p>Through story, play, modelling and the help of our Famous Five characters, Resilient Ren, Planning Panda, Brave Betty, Curious Cal and Learning Leo, our practitioners support the children to manage and name their 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 supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. We use lots of stories with PSED themes that help the children to see themselves as individuals – eg. Giraffes Can't Dance. By Giles Andrea.. We use stories to help children explore their feelings e.g. Barbara Throws A Wobbler by Nadia Shireen</p> <p>Our continuous provision is planned to provide opportunities for collaborative learning. Our progressive 'Come and See' scheme of work (see planning) and planned half termly themes help the children learn about themselves and their emotions as well as provide children with the opportunity to learn about different cultures and celebrate difference. Our books have been carefully chosen to reflect our diverse world and foster a deep lifelong attitude of tolerance and mutual understanding e.g. Lion Inside. Reception children have opportunities to describe how the character would be feeling by using Hot seating and role play to discuss different situations. Children take part in Anti-bully week and learn about keeping safe when online.</p>		

