

## Personal, Social and Emotional Development Curriculum End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary Knowledge), New Vocabulary	How can we see that they are confident with PSED in Year R	Preparation for Year 1 Curriculum
<p><b>Being Me in My World</b> To have an understanding of how to work with others and why it is good to be kind and use gentle hands.</p> <p>To have an awareness of children’s rights, especially linked to the right to learn and the right to play.</p> <p>To develop an understanding about what it means to be responsible.</p>	<p>To know and talk about how they have similarities and differences from their friends and how that is OK.</p> <p>To begin working on recognising and managing their feelings, identifying different ones and the causes these can have:</p> <p>Happy / Sad / Angry / Excited / Worried</p>	<p>Children will control their responses when working and playing together.</p> <p>Children will use taught strategies to deal with unwanted feelings.</p> <p>Children will show understanding when others are different to them.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</p>
<p><b>Celebrating Difference</b> To recognise things that they are good at whilst understanding that everyone is good at different things.</p> <p>To understand that we are all different and how</p>	<p>To recognise what is their home and why it is special to them.</p> <p>To recognise and talk about friendship, how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p>Children will accept when children are the same or different to them and make adjustments to play accordingly.</p> <p>Children will say ‘stop if someone does something they do not like.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</p>

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<p>that makes everyone special but also recognise that we are the same in some ways.</p>		<p>Children will stop a behaviour when asked by another child or adult.</p>	
<p><b>Dreams and Goals</b> To recognise challenges and how to face up to them.  To understand the importance of not giving up and how to keep trying until they have achieved their goal.</p>	<p>To have an awareness of and talk about jobs that they might like to have when they are older and to associate what they learn now with being able to have the job they want.  To know what goals are and how to achieve them and the feelings linked to this.</p>	<p>Children will set themselves challenges and goals and achieve them.  Children will talk about and discuss how they achieve their challenges.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</p>
<p><b>Healthy Me</b> Develop an understanding of how to stay healthy. To know about different foods and understand that some foods are healthier than others. To understand about hand washing and why it is important.</p>	<p>To know the importance of sleep and what they can do to help themselves get to sleep.  To develop an awareness of stranger danger and what they should do if approached by someone they don't know.  To name some key parts of the body internally and externally using correct language.</p>	<p>Children will show and about healthy choices in the classroom relating to food, handwashing and exercise.  Children will come tell an adult if they see a stranger on school grounds.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</p>
<p><b>Relationships</b> To understand about families and the</p>	<p>To recognise the key relationships in their lives.</p>	<p>Children will be able to negotiate and compromise during play in order to maintain friendships.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new</p>

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<p>different roles people can have in a family.</p> <p>Children will understand their responsibility in keeping themselves and others safe through lessons focussed on:          Online Safety          Calling 999          NSPCC – Pants are private</p>	<p>To recognise the friendships they have and what makes a good friend.          To know some simple strategies they can use to mend friendships.          To know some calming strategies and how they can use these when feeling upset or angry.</p> <p>Children will know how to make a call to emergency services</p> <p>Children will know never to talk to strangers or access content online without parental consent and support</p> <p>Children will understand that some body parts are private and know how to respond to inappropriate requests or comments.</p>	<p>Children will show care and concern for each other.</p> <p>Children will have good attachment with at least one adult in the classroom.</p> <p>Children will be able to talk about how to keep themselves safe</p> <p>Children will have an awareness of online safety and will be able to talk about what to do if they feel unsafe.</p>	<p>concepts, knowledge and skills as appropriate.</p>
<p><b>Changing Me</b>          To understand that our bodies change as we get older in lots of different ways.          To understand that change can bring about positive and negative</p>	<p>To know how they have changed from being a baby and what may change for them in the future.  <b>Baby, toddler, child, teenager, adult.</b></p> <p>To know the names and functions of some of the main parts of the</p>	<p>Children will discuss how they have changed during play and focused activities.</p> <p>Children will talk about their bodies and functions of the body.</p>	<p>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</p>

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feelings, and that sharing these can help. To recognise the role that memories can have in managing change.	body and discuss how these have changed.		
Language of Learning Children will understand that there are some behaviours and attitudes towards learning which will help them learn more effectively.	To know the meaning and how to implement the following language of learning: <b>Challenge / Independence / Effort / Determination / Be positive / Taking Risks</b>	Children will refer to the language of learning as they carry out tasks and will be able to match behaviours with the vocabulary.	The understanding and implementation of Lilleshall Language of Learning will continue to be developed in Year 1.
DSL Children will understand that there are specific adults in school who are trained to keep children safe and who these adults are.	Children will know who the DSL's are and identify the poster where they can find them.	Children will answer questions about how to get help if they do not feel safe or happy.	Each year the school DSL's will be identified and discussed with children.

### Development Matters

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

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- Think about the perspectives of others.
- Manage their own needs.

## **ELG - 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.

## **ELG - 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 healthy food choices.

## **ELG - 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 to others' needs.