



Subject : Personal, Social and Emotional Development:

- **Making Relationships**
- **Self-confidence and self-awareness**
- **Managing feelings and behaviour**

Term: Autumn, Spring, Summer

Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

Expressive Arts and Design

Statements: 3-4

• 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. • Help to 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. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.

Reception

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

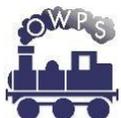
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Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when 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.

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.

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

 Vocabulary PSED: Making Relationships	 Knowledge Children will know that... Development Matters 3-4 / Reception	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>PSED Whole body listening: Showing you are listening with your whole body.</p> <p>Compromise: An agreement or settlement of a dispute that is reached by each side making concessions.</p> <p>Resolve: Settle or find a solution to (a problem or contentious matter).</p> <p>Respond: Say something in reply.</p>	<p>(Build constructive and respectful relationships) Good listening is 'Whole body listening'. Rules for circle time: hands in lap, lips closed, eye contact</p> <p>They should take turns to speak.</p> <p>They should wait until the other person has finished speaking.</p> <p>Ask an adult if they need support or help.</p> <p>(Show resilience and perseverance in the face of challenge) How to speak to others when playing a variety of games.</p> <p>(Show resilience and perseverance in the face of challenge.) Understand what is fair and unfair and how to resolve these situations.</p> <p>They should make compromises when playing games.</p> <p>They should find an adult if they are struggling to find resolve when playing.</p>	<p>They should seek out an adult when they need help or to check information.</p> <p>They need to ask an adult if they need help using their voice.</p> <p>Listening to others shows that they value their ideas and ways of doing things.</p> <p>Adults model being a considerate and responsive partner in interactions and what this means.</p> <p>Children and adults make opportunities to listen to each other and explain their actions.</p> <p>They should be aware of and respond to particular needs to others who are learning English as an additional language.</p> <p>How to recognise when things are fair and unfair.</p> <p>They need to take turns when playing games with others.</p> <p>How to speak to others when playing.</p> <p>They should know how to compromise when playing with others.</p> <p>They need to try and resolve a difficult situation before asking an adult for help.</p> <p>How to resolve a problem without aggression.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> Children begin school by learning about the Pride code, special badge for being the Pride Pal. Children are taught the 'Toolkit' dispositions.. Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Investigate school and where classes are Ensure children have opportunities to relate to others, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups. Rules for circle time Rainbow fish selection of books. Alfie gets in first, busy spider, farmer duck – books as a starting point for discussing toolkit and Pride code. <p>Spring term</p> <ul style="list-style-type: none"> Revise knowledge and examples of 'Toolkit' dispositions Continue to ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to others, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups. <p>Summer term</p> <ul style="list-style-type: none"> Revise knowledge and examples of 'Toolkit skills'. Continue to ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to others, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.



 Vocabulary PSED: Self-confidence and Self-awareness.	 Knowledge Children will know that Development Matters 40-60	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>Intrinsic: Belonging naturally; essential.</p> <p>Praise: Express warm approval or admiration of.</p> <p>Unkind</p> <p>Success</p> <p>Celebrate</p> <p>Support</p>	<p>(Express their feelings and consider the feelings of others.) They should explore and talk about what they are learning.</p> <p>Ask help with activities or if they need more information.</p> <p>Know to ask an adult when they need help with difficult situations, e.g. is experiencing prejudice or unkindness.</p> <p>(Identify and moderate their own feelings socially and emotionally)</p> <p>Recognise and enjoy their own success and understand how this makes them feel confident.</p> <p>Know it feels good to experience success for themselves (rather than relying on praise or external rewards)</p>	<p>It is important to talk to others about their learning e.g. what they are building or drawing.</p> <p>It is good to talk to others about their interests and opinions.</p> <p>If they do not understand an activity or need more information they should ask an adult for support.</p> <p>Who to speak to if they are feeling sad about a situation or if someone has made them feel sad.</p> <p>There are different ways they can show their successes within the classroom.</p> <p>What they can do in the classroom to celebrate their successes (Clever clogs basket, bring in certificates on a Friday).</p> <p>Understand how they feel when they experience success.</p> <p>It feels good when they experience intrinsic success.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Adults model good behaviour • As part of ourselves topic identify what is the same and different and value everyone • Books that promote following rules and routines • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities (Clever clogs basket, Celebration Friday). • Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light). • Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Children to extend their confidence through visitors and trips. • Identify emotions, use words for happy, sad, worried etc., Use spoons to help to explain how we are feeling. • Take part in a variety of whole school events such as Jeans for genes day, anti-bullying week etc. <p>Spring term</p> <ul style="list-style-type: none"> • Adults model good behaviour • Books that promote following rules and routines • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities (Clever clogs basket, Celebration Friday). • Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light). • Provide regular opportunities for children to talk to their small group about something they are interested in or have done.



			<ul style="list-style-type: none"> • Children to extend their confidence through visitors and trips. • Take part in a variety of whole school events such as Big Pedal, children in need to help to develop confidence and think about the needs of others. <p>Summer term</p> <ul style="list-style-type: none"> • Adults model good behaviour • Books that promote following rules and routines • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities (Clever clogs basket, Celebration Friday). • Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light). • Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Manage change when moving onto Year One. Discuss our worries and what we are looking forward to.
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 <p>Vocabulary</p> <p>PSED: Managing Feelings and Behaviour</p>	 <p>Knowledge</p> <p>Children will know that</p> <p>Development Matters 40-60</p>	 <p>Understanding</p> <p>Children will understand</p>	 <p>Skills</p> <p>What children will be able to do</p> <p>Activities in FS at OWPS</p>
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<p>Expectations: A strong belief that something will happen or be the case.</p> <p>Resolve: Settle or find a solution to (a problem or contentious matter).</p> <p>Behaviour</p> <p>Aggression</p> <p>Routines</p> <p>Rules</p> <p>Achieve</p> <p>Praise</p> <p>Boundaries</p> <p>Injustice</p> <p>Fair/ unfair</p>	<p>(Think about the perspectives of others)</p> <p>The feelings of others can be hurt by their behaviour.</p> <p>(Show resilience and perseverance in the face of challenge)</p> <p>School has rules and routines that need to be followed.</p> <p>They need to follow behavioural expectations.</p> <p>(Identify and moderate their own feelings socially and emotionally.)</p> <p>How to resolve a situation without aggressions.</p>	<p>It is important to talk about fair and unfair situations, their feelings about fairness.</p> <p>What they can do to make things fair.</p> <p>Be alert to injustices and let children see that they are addressed and resolved.</p> <p>Positive behaviour will be affirmed and praised.</p> <p>Following the rules and expectation makes people happier.</p> <p>It is important to think issues from the viewpoint of others.</p> <p>They can identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.</p> <p>They will be listened to when they raise injustices.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Adults model being fair, e.g. when choosing children for special jobs. • Understand the OWPS 'Toolkit skills' and what they look like in the FS. • Understand the meaning of the PRIDE code. • Use books to embed the meaning of fairness and sharing. • Model good sharing and turn taking using drama. <p>Spring term</p> <ul style="list-style-type: none"> • Continue to embed the 'Toolkit skills' through play and in our learning. • Continue to promote the PRIDE code and praise those that follow this. • Model how to solve problems. • Use books to promote friendship and finding resolutions. (Frosty and Frozen books) <p>Summer term</p> <ul style="list-style-type: none"> • Continue to embed the 'Toolkit skills' through play and in our learning. • Continue to promote the PRIDE code and praise those that follow this. • Model how to solve problems. • Use books to promote friendship and finding resolutions. (Frosty and Frozen books)
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