



## 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.

### 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.

**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





 <b>Vocabulary</b> PSED: Making Relationships	 <b>Knowledge</b> Children will know that... <b>Development Matters 3-4 / Reception</b>	 <b>Understanding</b> Children will understand	 <b>Skills</b> What children will be able to do Activities in FS at OWPS
<p><b>PSED</b>  <b>Whole body listening:</b> Showing you are listening with your whole body.</p> <p><b>Compromise:</b> An agreement or settlement of a dispute that is reached by each side making concessions.</p> <p><b>Resolve:</b> Settle or find a solution to (a problem or contentious matter).</p> <p><b>Respond:</b> Say something in reply.</p>	<p><b>(Build constructive and respectful relationships)</b>          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><b>(Show resilience and perseverance in the face of challenge)</b>          How to speak to others when playing a variety of games.</p> <p><b>(Show resilience and perseverance in the face of challenge.)</b>          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><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>Children begin school by learning about the Pride code, special badge for being the Pride Pal.</li> <li>Children are taught the 'Toolkit' dispositions..</li> <li>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Investigate school and where classes are</li> <li>Ensure children have opportunities to relate to others, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> <li>Rules for circle time</li> <li>Sharing a Shell/Rainbow fish selection of books.</li> <li>Alfie gets in first, busy spider, farmer duck – books as a starting point for discussing toolkit and Pride code.</li> </ul> <p><b>Spring term</b></p> <ul style="list-style-type: none"> <li>Revise knowledge and examples of 'Toolkit' dispositions</li> <li>Continue to ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Ensure children have opportunities to relate to others, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> </ul> <p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>Revise knowledge and examples of 'Toolkit skills'.</li> <li>Continue to ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Ensure children have opportunities to relate to others, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> </ul>



 <b>Vocabulary</b> PSED: Self-confidence and Self-awareness.	 <b>Knowledge</b> Children will know that  <b>Development Matters 40-60</b>	 <b>Understanding</b> Children will understand	 <b>Skills</b> What children will be able to do  Activities in FS at OWPS
<p><b>Intrinsic:</b> Belonging naturally; essential.</p> <p><b>Praise:</b> Express warm approval or admiration of.</p> <p>Unkind</p> <p>Success</p> <p>Celebrate</p> <p>Support</p>	<p><b>(Express their feelings and consider the feelings of others.)</b></p> <p>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><b>(Identify and moderate their own feelings socially and emotionally)</b></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><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>Adults model good behaviour</li> <li>As part of ourselves topic identify what is the same and different and value everyone</li> <li>Books that promote following rules and routines</li> <li>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).</li> <li>Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum.</li> <li>Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light).</li> <li>Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</li> <li>Children to extend their confidence through visitors and trips.</li> <li>Identify emotions, use words for happy, sad, worried etc., Use spoons to help to explain how we are feeling.</li> <li>Take part in a variety of whole school events such as Jeans day, anti-bullying week etc.</li> </ul> <p><b>Spring term</b></p> <ul style="list-style-type: none"> <li>Adults model good behaviour</li> <li>Books that promote following rules and routines</li> <li>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).</li> <li>Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum.</li> <li>Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light).</li> <li>Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</li> </ul>



			<ul style="list-style-type: none"> <li>Children to extend their confidence through visitors and trips.</li> <li>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.</li> </ul>
			<p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>Adults model good behaviour</li> <li>Books that promote following rules and routines</li> <li>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).</li> <li>Provide experiences and activities that are challenging but achievable in all areas of the FS curriculum.</li> <li>Provide opportunities for children to reflect on successes, achievements and their own gifts and talents (Clever clogs, Shine a light).</li> <li>Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</li> <li>Manage change when moving onto Year One. Discuss our worries and what we are looking forward to.</li> </ul>

 <p><b>Vocabulary</b></p> <p>PSED: Managing Feelings and Behaviour</p>	 <p><b>Knowledge</b></p> <p>Children will know that</p> <p><b>Development Matters 40-60</b></p>	 <p><b>Understanding</b></p> <p>Children will understand</p>	 <p><b>Skills</b></p> <p>What children will be able to do</p> <p>Activities in FS at OWPS</p>
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<p><b>Expectations:</b> 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><b>(Think about the perspectives of others)</b></p> <p>The feelings of others can be hurt by their behaviour.</p> <p><b>(Show resilience and perseverance in the face of challenge)</b></p> <p>School has rules and routines that need to be followed.</p> <p>They need to follow behavioural expectations.</p> <p><b>(Identify and moderate their own feelings socially and emotionally.)</b></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><b><u>Autumn term</u></b></p> <ul style="list-style-type: none"> <li>Adults model being fair, e.g. when choosing children for special jobs.</li> <li>Understand the OWPS 'Toolkit skills' and what they look like in the FS.</li> <li>Understand the meaning of the PRIDE code.</li> <li>Use books to embed the meaning of fairness and sharing.</li> <li>Model good sharing and turn taking using drama.</li> </ul> <p><b><u>Spring term</u></b></p> <ul style="list-style-type: none"> <li>Continue to embed the 'Toolkit skills' through play and in our learning.</li> <li>Continue to promote the PRIDE code and praise those that follow this.</li> <li>Model how to solve problems.</li> <li>Use books to promote friendship and finding resolutions. (Frosty and Frozen books)</li> </ul> <p><b><u>Summer term</u></b></p> <ul style="list-style-type: none"> <li>Continue to embed the 'Toolkit skills' through play and in our learning.</li> <li>Continue to promote the PRIDE code and praise those that follow this.</li> <li>Model how to solve problems.</li> <li>Use books to promote friendship and finding resolutions. (Frosty and Frozen books)</li> </ul>
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