|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PSED** | | | | | | | |
|  | **Development Matters** | | | | | | | |
|  | 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, 2. or one which is suggested to them. 3. Develop their sense of responsibility and membership of a community. 4. Become more outgoing with unfamiliar people, in the safe context of their setting. 5. Show more confidence in new social situations. 6. Play with one or more other children, extending and elaborating play ideas. 7. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, 8. and suggesting other ideas. 9. Increasingly follow rules, understanding why they are important. 10. Remember rules without needing an adult to remind them. 11. Develop appropriate ways of being assertive. 12. Talk with others to solve conflicts. 13. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ 14. or ‘worried’. 15. Understand gradually how others might be feeling. 16. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. 17. Make healthy choices about food, drink, activity and toothbrushing. 18. See themselves as a valuable individual. 19. Build constructive and respectful relationships. 20. Express their feelings and consider the feelings of others. 21. Show resilience and perseverance in the face of challenge. 22. Identify and moderate their own feelings socially and emotionally. 23. Think about the perspectives of others. 24. Manage their own needs. 25. - Personal hygiene 26. Know and talk about the different factors that support their overall health and wellbeing:   - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’  - having a good sleep routine  - being a safe pedestrian  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. | | | | | | | |
|  | **Autumn 1** : | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | School, class, friends, feelings, share, rules, fair, welcome, learn, others, happy. |
| **Being me in my world** | Know the classroom rules and expected behaviour in school  Know how to care and consider others. | | | | To be able to adapt behavior taking into account the feelings of others  Work together with others for a common goal | | |
|  | 1. Help others feel welcome 2. Try to make Reception a better place 3. Think about everyone’s right to learn 4. Care about other people’s feelings 5. Work well with others 6. Choose to follow the class charter (Golden rules) | | | | | | | |
|  | **Autumn 2** | | | | | | | Vocab |
| **Celebrating Difference** | **Knowledge** | | | | | **Skills** | | Same, different, people, kind, unkind, feelings, bullied, problem, help, compliments, friend |
| Know what to do if someone is being unkind to them or others  Know everyone is different and how to try to solve issues that arise | | | | | To be able to negotiate  To be able to recognise and understand the feelings of others | |
|  | 1. Accept that everyone is different 2. Include others when working and playing 3. Know how to help if someone is being bullied 4. Try to solve problems 5. Try to use kind words 6. Know how to give and receive compliments | | | | | | | |
|  | **Spring 1** | | | | | | | Vocab |
| **Dreams and Goals** | **Knowledge** | | | | | | **Skills** | Hard, challenge, easy, partner, positive, attitude, achieve, goal, dream, keep on trying |
| Know some different strategies to stay positive and motivated  Know the importance of dreams and goals | | | | | | To be able to keep going even when things are challenging  To be able to work well with others |
|  | 1. Stay motivated when doing something challenging  2. Keep trying even when it is difficult  3. Work well with a partner or group  4. Have a positive attitude  5. Help others achieve their goals  6. Work hard to achieve their own dreams and goals | | | | | | | |
|  | **Spring 2** | | | | | | | Vocab |
| **Healthy Me** | **Knowledge** | | | **Skills** | | | | Healthy, unhealthy, choice, exercise, safe, danger, sensible, friend, kind, angry, calm, help |
| Know the importance of being healthy and saying safe  Know how to be a good friend | | | To be able to make sensible and healthy choices  To have the ability to deal with difficult situations | | | |
|  | 1. Make healthy choices  2. Eat a healthy balanced diet  3. Be physically active  4. Keep themselves and others safe  5. Know how to be a good friend and enjoy healthy relationships  6. Know how to keep calm and deal with difficult situations | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **Relationships** | **Knowledge** | | **Skills** | | | | | Same, different, think, include, join, friend, bully, unkind, mean, problem, solve, help, compliment, feelings |
| Know how to solve problems  To know how to help others | | To be able to give and receive compliments  To be able to emphasise with others | | | | |
|  | 1. Accept that everyone is different 2. Include others when working and playing 3. Know how to help is someone is being bullied 4. Try to solve problems 5. Try to use kind words 6. Know how to give and receive compliments | | | | | | | |
|  | **Summer 2** | | | | | | | Vocab |
| **Changing Me** | **Knowledge** | **Skills** | | | | | | Unique, special, new, challenge, change, different, growth, learn, worries, help, positive, new |
| To know that everyone is unique  To know that change happens and know who to ask if worried | To be able to express their feelings  To be able to be positive about themselves and the future | | | | | |
|  | 1. Understand that everyone is unique and special  2. Can express how they feel when change happens  3. Understand and respect the changes that they see in themselves  4. Understand and respect the changes that they see in other people  5. Know who to ask for help if they are worried about change  6. Are looking forward to change | | | | | | | |
|  | End Point  Children can form positive relationships and show sensitivity to the needs, feelings and ideas of others. They are starting to regulate their own emotions and accept differences in others and are able to work as part of a group or class. Children understand and are able to follow class rules and understand the importance of being healthy and staying safe. They have dreams and ambitions and are working towards achieving them. They are positive about the changes in their life as they grow and develop. | | | | | | | |