

Curriculum Coherence- EYFS Prime Area of Learning: PSED		
<p><b>Previous Learning: During their time in Nursery, most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>		
<p><b>INTENT</b></p> <p><u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <p><b><u>Development Matters Statements</u></b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - Personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian.</li> </ul> </li> </ul>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>• Sign4feelings, Sign4feelings song, Milly and Max social stories</li> <li>• Circle time</li> <li>• School and class rule- encouraged through visuals and sign.</li> <li>• Values stamps</li> <li>• Characteristics of effective learning- promoted through stories and stickers.</li> <li>• Visual timetables to support children in understanding routines.</li> <li>• Resources throughout the provision to enable children to develop their independence.</li> <li>• Resources throughout provision that encourage turn taking and sharing.</li> <li>• Use of red home learning journals to support children in talking to the class, in small groups, in pairs and with an adult about their experiences outside of school.</li> <li>• Continuous assessments to identify children making the slowest progress and those needing additional support with PSED.</li> <li>• Lift off to Language, communication toolkit and Theraplay used as interventions to support PSED and communication and language.</li> <li>• Explicit modelling communication skills.</li> </ul>	<p><b>IMPACT</b></p> <p><u>Children meet the Early Learning Goals in PSED</u></p> <p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</li> </ul>

	<ul style="list-style-type: none"> <li>• Sign4- phonics, mathematics, feelings and storytelling used to support children's language comprehension.</li> <li>• Ensuring opportunities for children to achieve EYFS PSSED outcomes are promoted as much as possible in all learning areas and planning in the moment to address areas of development within PSSED.</li> <li>• Adult interactions are ensuring children are supported in making progress in their next stage of development within PSHE. Adults are ensuring the '3Ms' during their interactions.</li> <li>• Communication friendly spaces.</li> <li>• When possible, continuing our visits to Oak Manor.</li> <li>• Participation in whole school events e.g., road safety, anti-bullying</li> <li>• Links to British values in provision e.g. book vote, class rules</li> <li>• Planned opportunities to discuss being healthy.- including fruit tasting, using equipment on the PD trolley.</li> <li>• Healthy Me Day</li> <li>• Encouraging independence of toileting, putting on coats and other clothing, modelling how to do up zips, untuck sleeves etc.</li> <li>• Snack Area- Promoting healthy eating.</li> </ul>	<p>importance of healthy food choices.</p> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
<p><b>Links</b></p> <p>Communication and Language- expressing ideas, wants and interests, negotiating, turn taking.</p> <p>PD: Turn taking in games</p> <p>Reading: Books linked to concepts of PSSED.</p> <p>Writing: Message making- messages to friends, sorry cards etc.</p> <p>Maths: Sharing amounts</p> <p>Knowledge and understanding of the world: sensitivity to the needs of others.</p> <p>Characteristics of effective learning and values to be promoted through PSSED to support children's SMSC understanding.</p>		



**Next steps in learning:**

Those working beyond the ELGs may:

**Self-Regulation:**

- Negotiate assertively to organise a game or solve a conflict.
- Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.
- Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.

**Managing Self:**

- Confidently speak in a large group context, e.g. answering a question in assembly.
- Enjoy more challenging activities and set goals for themselves that stretch their abilities.
- Try different approaches when solving problems and be able to discuss what they have done.

**Building Relationships:**

- Play and organise games with rules.
- Understand that different children have different viewpoints and opinions.
- They resolve minor disagreements through listening to each other to come up with a fair solution.

**Year 1 National Curriculum: PSHE**