



**LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT
PRIME AREA**

Educational Programme for Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

Autumn

Adults in the setting need to introduce each area of the continuous provision and the expectations for taking care of equipment and resources for sharing and turn taking. Time should be spent on important safety issues and the children should be trained to be 'Risk Assessors' of their environment and resources and to report any breakages etc. to an adult. Children should be trained in our system for moving and handling things like our loose parts play planks etc.

Train children to access the equipment they need, but equally importantly that they must put it away/tidy successfully when they have finished and understand that this is their responsibility. This needs adults to model and check with rigour right from the start of the year, to get children into the mind-set of personal responsibility and autonomy. This will mean that the environment will need to be set up to enable this to happen. Systems of what to do if they have tried and cannot find where to put something away, will need to be instilled in the children.

Some simple jobs and responsibilities can be allocated to children - with the aim being that taking on responsibility brings emotional rewards through praise and self-esteem. Adults should model in their use of language what the praise is for, directly verbalising what the child did (i.e. thank you for fetching the fruit bowl so carefully, because you did this we can all have a fruit snack now).

Children should be taught how to work in continuous provision areas independently. Adults can use structured questions, enabling children to access self-directed learning activities and to make a simple planning statement about what they will do when they are in that area.

Adults need to teach the children how they can approach an adult or another child if they need help. This culture has to be built up over time, as some children may be reticent to engage, but a common vocabulary for seeking help must be established from the offset i.e. teaching them that it is OK to ask for help, who to go to, how to initiate asking for help - with adults modelling through adult to adult play routine e.g. "Excuse me, can you help me with this?" Also reward children who give help when another child asks for help, to encourage this helping culture in the classroom.

Children need to be taught how to recognise their feelings through stories, games, adult interaction during both teacher-led and self-directed activities, with children being given first simple and then more complex feelings vocabulary added over time.

Adults should start to model for children those early tools for conflict resolution. For example, when intervening with two children in conflict, adults should recognise the emotions the child is feeling e.g. "I can see that you are angry..." and ask the child to say why. The adult should do this one child at a time -

	<p>"I'm going to ask _ first, but then I will come to you so that I can hear why you are sad too." This should be a consistent approach to all conflicts in the classroom, initially key vocabulary describing feelings should be kept simple i.e. sad, angry and adults should model how to attribute this emotion to a cause i.e. "Do you feel angry <u>because</u> this happened?"</p> <p>This will also reinforce them recognising the rules and how their negative behaviours impact on others.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Plan a self-directed activity in simplest terms, do it and then feedback a broad outline of what they have done; *Access the equipment that they need and put it away again after they have finished; *Understand that it is OK to ask for help and to be able to initiate this process; *Be willing to help another child who asks you for help; *Be ready to take on some simple classroom responsibilities and all children should know that this is a positive thing and will result in praise and a feeling of positive self-worth; *Can follow a simple set of instructions.
<p>SPRING</p>	<p>Adults should use questioning to ask the children to reflect on where behaviour and attitudes of others follow class/school expectations i.e. "Can anybody see what _ is doing that is making me smile/filling my bucket etc. right now?" As a result, the rules and expectations will be reinforced and children will be learning to think more independently about the impact of positive behaviour and how that results in adult positive attention and regard.</p> <p>Adults will support children to extend their verbalisation about self-directed learning, using questions and modelling responses to include sentence extenders such as "I will use....because and then I willnext I</p>

	<p>will...etc. As a result, children will expand the complexity of their reasoning and predictions be increasingly reflective on their success and outcomes and may be able to start asking questions to other children about their self-directed learning to improve their own outcomes.</p> <p>When reviewing outcomes, children should be encouraged to describe and assess what went well with their self-directed learning and their success. As they become more confident in this, adults need to support them in attributing the outcomes for example moving from " I am really happy with my painting" to "I am really happy with my painting because I mixed some good colours for the sky."</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them: *Saying why they like some activities more than others; *Choosing the resources they need for a given activity; *Saying when they do and do not need help; *Use more sophisticated and complex sentences when planning or reviewing their self-directed learning; *Show evidence that they understand the impact of both positive and negative behaviours on others around them; *Unpick key aspects of their own performance or characteristics that they think are positive.</p>
<p>SUMMER</p>	<p>When reviewing outcomes, as well as celebrating success of self-directed learning activities, adults need to support children in self-assessing any changes or improvements they might make next time or as this moves through the term any advice they would give to other children who are trying the same activity in the future.</p>

	<p>Adults should now facilitate regular, sustained responsibilities for children for whom this is developmentally appropriate.</p> <p>Adults should support and scaffold children to find and express positive aspects of other children - things that they like and admire about their work, achievements or character.</p>
<u>ASSESSMENT:</u>	<u>Learning to be secure by the end of Summer Term:</u> <u>Children achieve the ELG.</u>

ELG: Managing Self	
Children at the expected level of development will:	
<ul style="list-style-type: none"> - 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. 	
Autumn	Children need to know where the toilets are and the protocol for accessing them, especially at play and dinner times. This includes the NSPCC 'Pants are Private' aspect of privacy. Children who struggle with accessing the toilet on time, need to be given the confidence to say when they think they need it and the

access to use a short notice (adults must have information about those who are struggling in this area and plans put in place to support the child, so they can be independent as soon as possible.

Children should be taught how to flush the toilet, wash their hands after going to the toilet and before eating etc., how to access soap, towels and ensure they are clean.

Adults to check and send children to wash their hands at the appropriate times, reinforcing routines and habits.

Children should be taught the reason why hands need to be clean. This needs reinforcing regularly by adults at specific times of the day. Children are taught to pull their tights up, fasten trousers etc.

Children need to be taught the rules of the classroom/school in terminology that they understand. Keep the information simple and easily memorable - we now have 3 school rules. Model these rules to the children in terms of what the child SHOULD do, rather than what they don't do.

Adults need to use and model the vocabulary of right and wrong - focussing on labelling the action rather than the person that did it.

Children should be taught how to recognise right/wrong in the safety of their own setting i.e. when rules or expectations are broken. When a child breaks one of the rules or struggles, adults should enable the child to reflect on the behaviour they have shown and support them to verbalise this. For example "I am going to say stop, because I can see that you are angry right now. Can you tell me what happened?" or "What do we say in class about hands and feet? Do you think you have followed this?" or "How do you think

	<p>it made _feel when you took that toy? "How can we make it better now so that you can carry on with your learning?"</p> <p>Adults support children to be able to verbalise this themselves so they can relate to their own behaviour and begin to self-regulate. Adults must use positive reinforcement when a child spots in themselves when they have missed expectations and have adjusted their behaviour.</p> <p>Adults need to model how to take turns and support children with positive reinforcement in learning how to do this. This should initially be through circle games, pass the magic stone style activities or through apparatus work etc, initially with short durations that ensure children don't get impatient, and with plenty of praise used when children follow the conventions, using and reinforcing the language of "it's now-"s turn, well done for waiting."</p> <p>Children should receive focussed praise for being able to follow the rules and protocols. This should always be constructed to allow the other children to understand what the child did that was praiseworthy i.e."Well done __, I can see that you sat down on the carpet really quickly and you are ready to learn. Can I see anyone else that can do this too?' Praise should always have a cause and effect structure, so children can understand explicitly what they need to do to get it right inside and outside.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none">*Understand and begin to work within the framework of our classroom/school rules;*Selecting and using activities and resources, with help;*Show a greater understanding of the need to take turns and share attention;*Begin to recognise and then verbalise their feelings when conflict arises, so they can be supported to find a resolution;

	<p>*Show an increased understanding of what is right or wrong within the class setting;</p> <p>*Use the toilet independently;</p> <p>*Wash their hands independently and understand when this is needed;</p> <p>*Understand why keeping hands clean is healthy.</p>
Spring	<p>During turn taking exercises the duration of children waiting for their turn should be extended so that resilience is increased and children learn to understand that their needs may not always be met immediately. This may be an extension of discussion in plan, do, review cycles or deepening the expectations of answers to questions ahead of self-directed activities.</p> <p>In conflict resolution, children need to be enabled to extend their reasoning with more complex sentences and descriptions. More open-ended questions should be used to pass on the autonomy for reasoning to the child, whilst the process is still being scaffolded by an adult when needed i.e "I can see you are cross, can you tell me about it?" then, "Well, how can we sort this out?"</p> <p>Children need to be taught the vocabulary that enables them to express their feelings and how it links to their own emotions. This needs to be done through the use of stories, pictures and photographs, puppets, dolls etc. Children need to be able to assign a feeling to an explanation i.e. feeling scared because...feeling happy because...</p> <p>They should be able to start to recognise other people or characters in stories have feelings like them and actions of others impact on those feelings.</p> <p>Adults need to promote healthy snack time with fruit, water and milk available, It will be called 'Our healthy snack time' and adults will reinforce this vocabulary with the children when they are told what will</p>

	<p>be available in there on that day. Adults will use key vocabulary such as "For our healthy snack time today there will be apples and pears. These are fruits and these are healthy for us because..."</p> <p>Adults can ask children at points during the day such as "What is in the healthy snack bowl today?" and "Why is that healthy?" "What does healthy mean?"</p> <p>Adults need to make the children aware that 'less healthy' foods such as crisps and chocolate are 'treats' and they are not so good for your body.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Waiting for longer periods to speak or take turns, listening to the thoughts and ideas of others, as well as contributing their own; Being able to participate in conflict resolution, some children taking some (supported) responsibility for how it can be resolved; *Beginning to develop an understanding that some foods are good for your body and help you grow fit and strong and these are available in the classroom. Conversely, some foods are 'treats' and you can eat them, but less often. Understand that some foods are healthy and eating too much of some other foods is not so good for us; <p>Children need to understand how to make decisions about food choices and to know the impact of those choices on bodies and health.</p>
<p>Summer</p>	<p>Adults can use model children who have shown that they know how to conflict resolve, to support others who find it harder, i.e. "I know that ***has had this problem before, I bet that he/she could help. ***, I think there is a little problem here, what should they do?"</p> <p>Children should be taught how to make healthy food choices by being able to sort foods into healthy foods or treats. Adults should ensure children know the positive benefits of eating healthy foods on the body,</p>

	<p>such as 'making strong bones' or 'keeping the heart healthy.' Children should be taught that the foods that they choose have an impact on their health. They should understand that some foods you should eat more of because they are healthy i.e. fruits and vegetables, and some foods they should eat less of because they are not good for you in quantity i.e. sweets and crisps.</p> <p>Children should be able to talk about meals that they have had, which foods are fruits and vegetables and which foods they should eat less of.</p> <p>Children should be involved in some food preparation activities that enables them to make decisions and select healthy foods i.e. pizza toppings, sandwiches, fruit salad etc.</p> <p>Children need to understand that they are still growing and need certain foods to help them do that.</p> <p>They should be encouraged to use and apply that knowledge when undertaking self-directed learning in the home role play area or garden.</p>
<p>ASSESSMENT:</p>	<p><u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.</p>

ELG: Building Relationships

Children at the expected level of development will:

- 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

Children must be taught their manners and how they are expected to behave around the whole of the school environment. Positive reinforcement of when the children get it right, must always name and promote the behaviour that needs to be embedded. Children should learn to say "please" and "thank you" with each other, as well as with adults, to ensure all feel respected.

Through observations of self-directed learning, as well as adult led activities, adults must assess whether children are able to operate and co-operate in group play situations. For those who have little experience or find this challenging, support should come through the setting up of smaller, more structured 'nurture style' groups to scaffold their play and direct teach how to interact with others in the role play situations.

EYFS pupils need to have structured relationships established (with the support of adults) with older children from around the school, either with some form of buddy system, reading partners, play leaders etc that enable them to access positive older role models within school, plus being able to move further around the school building to form relationships with adults in school beyond their own classroom.

Adults need to model to children how to invite and include others in their play. This must be modelled as a positive thing, with explicit praise and positive reinforcement given to children who are seen to be displaying this characteristic.

Adults need to teach the children that some people and children need extra help and support with their

	<p>physical or emotional needs i.e. someone might be feeling particularly sad because their pet has died, or someone might need help because they have hurt their arm or leg.</p> <p>Children need to be encouraged to read texts and to be surrounded by images of people and families that look and are grouped differently i.e. two Mums, grandparents or carers, people with disabilities, positive images of gender, race and disability in jobs and sports. Children should be encouraged to use accurate skin colours to represent real people and draw their figures with wheelchairs if they want to. Children need to be sensitive to the fact that people deserve respect and are not limited in their role, ability or aspiration.</p>
<p>ASSESSMENT:</p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them: *Understand when they should say "please" and "thank you" and use them correctly when supported and are beginning to show evidence of using them to other children when working independently; *Beginning to form wider relationships with adults and older children beyond the classroom; *Inviting other children to join their play; *Accepting that people have differences and needs which should be respected.</p>
<p>Spring</p>	<p>Once ` "please" and "thank you" are embedded, children should learn to say "excuse me" when they want to get past which can be taught through games in the hall, dodging through spaces. Always model where children have got it right and are able to use to use it in the correct context by choice.</p> <p>Adults should positively reinforce when children find and share evidence of good manners and conduct in others - building positive relationships by empowering children to praise each other. This could be started through circle or PSHE time, but be picked up and reinforced when children are involved in self-directed learning as well as teacher led activities.</p>

	<p>Children should be taught by adults modelling, to start to see if other children are isolated or without someone to play with. This will start with using social stories about exclusion and inclusion, children talking about how it feels when you have nobody to play with and using praise to reinforce when children are seen to proactively invite others to play. Some children may find it hard to approach others and this desired behaviour can be at first embedded through the more socially aware children and then cascaded as developmentally appropriate.</p> <p>PSHE learning needs to be structured to teach children how language and behaviour used can have a negative effect on others. Children should be taught that they make choices about how they treat others and adults should use praise and agreed rewards system to secure and reinforce good choices made by children</p>
<p>ASSESSMENT:</p>	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them: *Extending their use of courtesy and manners and embedding them as part of their everyday activity around school; *Able to verbalise aspects and characteristics that they admire in their peers; Understanding that how they treat other children is a choice and they can choose to treat others with respect; Spotting when children need to be included in play.</p>
<p>Summer</p>	<p>Adults should support children in understanding that sometimes a compromise has to be reached - and that a solution to a problem might not mean that the child always gets their own way, This might be at different stages for different pupils. Use circle time to gather the ideas of children who could manage the concept - use a control scenario to take their thoughts and role-play how this could look with partners.</p>

ASSESSMENT:

Learning to be secure by the end of Summer Term:

Children achieve the ELG.