

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

### EYFS PSED Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### EYFS PSED Skills

| Self-Regulation  | Managing Self   | Building Relationships   |
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| <ul style="list-style-type: none"> <li>• Have high expectations for children following instructions, with high levels of support when necessary.</li> <li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>• Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li> <li>• Undertake specific activities that encourage talk about feelings and their opinions.</li> <li>• Help children to set own goals and to achieve them.</li> <li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in</li> </ul> | <ul style="list-style-type: none"> <li>• Offer constructive support and recognition of child’s personal achievements.</li> <li>• Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li> <li>• Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>• Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> <li>• Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> <li>• Model practices that support good hygiene, such as insisting on washing hands before snack time.</li> <li>• Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li> <li>• Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</li> <li>• Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</li> </ul> | <ul style="list-style-type: none"> <li>• Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture.</li> <li>• Take opportunities in class to highlight a child’s interests, showing you know them and about them.</li> <li>• Make sure children are encouraged to listen to each other as well as the staff.</li> <li>• Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</li> <li>• Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li> </ul> |

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| <p>particular scenarios. Give children space to calm down and return to an activity.</p> <ul style="list-style-type: none"> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>   | <ul style="list-style-type: none"> <li>• Talk with children about exercise, healthy eating and the importance of sleep.</li> <li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> <li>• Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</li> </ul> | <ul style="list-style-type: none"> <li>• Allow children time in friendship groups as well as other groupings.</li> </ul> |
| <p><b>Development Matters</b><br/> See themselves as a valuable individual.<br/> Build constructive and respectful relationships.<br/> Express their feelings and consider the feelings of others.<br/> Show resilience and perseverance in the face of challenge.<br/> Identify and moderate their own feelings socially and emotionally.<br/> Think about the perspectives of others.<br/> Manage their own needs: Personal hygiene<br/> 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</p> |  |  |
| <p><b>Assessment</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>• Can children follow instructions?</li> <li>• Can children co-operate with each other and take turns?</li> <li>• Can children manage their own basic needs and hygiene?</li> </ul>  |  |  |
| <p><b>Vocabulary</b> Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules</p>  |  |  |

### 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.

### ELG: Managing Self

Children at the expected level of development will:

- 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.

**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 1  | Autumn 2   |
|---|--|
| <b>Being me in my world</b>   | <b>Celebrating difference</b>  |
| <ul style="list-style-type: none"> <li>• Developing relationships</li> <li>• Understanding feelings</li> <li>• Managing behaviour – using gentle words and hands</li> </ul> | <ul style="list-style-type: none"> <li>• Uniqueness – what makes me special</li> <li>• Families and homes</li> <li>• Making friends</li> <li>• Anti-bullying week</li> </ul>   |
| Spring 1  | Spring 2   |
| <b>Dreams and goals</b>   | <b>Relationships</b>   |
| <ul style="list-style-type: none"> <li>• Never giving up</li> <li>• Goal setting</li> <li>• Overcoming obstacles</li> <li>• Internet safety day</li> </ul>                  | <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Dealing with falling out</li> <li>• Being a good friend</li> </ul>  |
| Summer 1  | Summer 2   |
| <b>Changing Me</b>  | <b>Healthy Me</b>  |
| <ul style="list-style-type: none"> <li>• My body and being healthy</li> <li>• Growing up</li> <li>• Changes and getting used to these</li> </ul>                            | <ul style="list-style-type: none"> <li>• My body and exercise</li> <li>• Food and teeth cleaning</li> <li>• Sleep</li> <li>• Stranger Danger</li> <li>• Health Week</li> </ul> |