



Early Years Curriculum

Personal, Social and Emotional Development



What does Personal, Social and Emotional Development look like in Early Years at Humshaugh C of E First School?

At Humshaugh C of E First School, we know the importance of Personal Social and Emotional Development. Our approach to developing children's personal, social and emotional development is deeply rooted in our Christian vision for our school to be good soil so that everyone can grow and flourish. The Christian values of acceptance, kindness, forgiveness and reconciliation are inherent in our approach to developing children's interaction with others. Our starting point is that children (and their parents and carers) need to know that they are secure and safe in our care. We believe that happy, confident children are children who are ready to learn. Adults spend time getting to know each child individually to develop positive relationships with them. We show the children how to cooperate with each other and develop friendships. We talk about our different emotions and provide strategies for the children to express and manage them. We support children to have a positive view of themselves and their abilities. As they become more familiar with routines we see their confidence grow and that willingness to try new things increase. The staff support the children's learning allowing them to engage in activities that they may feel are initially tricky or scary. Praise is given specifically for 'being brave', 'having a go by themselves' and for 'keeping on trying'. We also teach children specific skills such as how to look after their own bodies and healthy eating as well as developing independence with personal needs. They are shown the importance of being kind and caring towards others and they gain an understanding of different religions and cultures.

Our **2-Year-old Nursery children** are supported by their key worker or other familiar adult in their play and exploration as well as with their personal needs. The children learn to take turns, share resources and make choices. We introduce them to simple routines and support them with transition times. We help them to grow in independence and confidence by encouraging them to try things for themselves as well as being there for things they may find a little trickier. Lots of praise and encouragement is given in a nurturing environment where all children are listened to and valued and where the children are introduced to our 'Reach the Stars' reward system. The system is used throughout school where names are moved up to reward kindness, independence, perseverance or learning a new skill. We also help our 2-year-old children to start to understand and tolerate the boundaries necessary in Early Years to keep everyone safe and happy in Nursery. We help children to recognise their emotions and find ways of managing them.

Our **3-4-year-old Nursery children** continue to be supported to share and take turns as well as developing their concentration on activities that are interesting to them. They learn to use sand timers to help them to take turns with resources. We spend time talking about their own feelings and how other people might be feeling and show them how to find solutions to problems. We use examples from familiar stories to help them understand how different characters may be feeling. Within our EYFS setting, Nursery children learn to follow our 5 Golden Rules, accept boundaries and routines and show an understanding of why these are important. They are included in our 'Reach the Stars' Reward System, 'Star of the Day' stickers and daily 'Kindness stickers'. A Nursery 'Star of the Week' is chosen for following our focus Golden Rule each week and their success is celebrated in collective worship. We encourage them to listen and contribute within small and larger groups to develop their social and language skills. We show the children how to make good choices and help them to develop their confidence and independence skills with plenty of opportunities to play and interact with their older peers.

In **Reception** children develop their friendships and are helped to build kind and caring relationships with others. We encourage positive interactions and discuss their own feelings and those of others. We help children to express themselves and give them strategies for dealing with different situations. We have high expectations of children's behaviour, whilst supporting children when they are finding things difficult. By Reception, children are fully involved in our 'Reach the Stars' Reward system: they begin to move their own names up when an adult has praised them and can also recommend their peers for 'being moved up' the chart for being 'kind and helpful.' They are encouraged to follow all of our '5 Golden Rules' as well as to understand what the opposite of these rules looks like e.g. 'We listen- so we don't interrupt people'. They learn to accept the boundaries in Early Years to keep everyone safe and happy including the consequences of having their names moved down to 'red' (parent contact and a short 'time out' from playtime). One Reception child is chosen each week to be our 'Star of the Week' for following one of our Golden rules and gets a 'light up' star to put on their table in front of them all week and another is chosen for a kindness award, getting a 'light up' heart to have on their table for a week. Children also take turns to work together as a pair of 'Helping Hands' for a week at a time. Activities are planned to encourage children to persevere and show their resilience when things are challenging. This enables them to take risks in a safe way and not to give up. We share the joy when children have overcome a difficulty and are proud of themselves, knowing that they have done well. Children are taught to manage their own personal needs and develop an understanding of how to keep healthy.

EYFS-Humshaugh C of E First School's Curriculum-Personal, Social and Emotional Development

| Yr group | Skills | Knowledge | Vocabulary | Resources/Books |
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| 2 Year olds | <p>Separate from parents/carers.</p> <p>Recognises and responds to one or more of our nursery staff.</p> <p>Follow familiar routines with some support from an adult.</p> <p>Begin to seek out others for help.</p> <p>Ask a familiar adult for help using words or actions.</p> <p>Express preferences and make choices.</p> <p>Try new things.</p> <p>Explore the environment both inside and outside.</p> <p>Play with increasing confidence.</p> | <p>Know that parents need to go while they play in nursery.</p> <p>Begin to recognise key worker or other members of nursery staff.</p> <p>Begin to know the routines.</p> <p>Know that familiar adults can provide help or reassurance.</p> <p>Know that we can request help with something that is tricky.</p> <p>Recognise familiar resources or materials in nursery and remember how to use them</p> <p>Have curiosity about new places and things</p> <p>Know I am a part of this group. Know where to access preferred resources</p> | <p>home, nursery, bye-bye, work, later</p> <p>names of staff</p> <p>wash hands, bathroom, snack, register, good morning, story,</p> <p>help, mend, fix, find</p> <p>choose, want, play with try, new</p> <p>find, found, look, see, feel, hear, smell, taste, classroom, outside, our yard, big yard, sand, water, bikes, playdough, home corner, reading corner, workshop, bathroom</p> <p>'nursery children', '2 year olds'.</p> | <p>Stories and props to talk about starting nursery, friendships, emotions e.g.</p> <p>Starting Playgroup</p> <p>What I like about me</p> <p>It's ok to be different</p> <p>Goodnight Moon</p> <p>Owl Babies</p> <p>Snow Bear</p> <p>We're going on a Bear Hunt</p> <p>My Friend Bear</p> <p>Rosie's Walk</p> <p>Fiction and Non-fiction library books</p> <p>Traditional Tales</p> <p>Photo choose boards</p> |

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| | <p>Take off some items of clothing themselves</p> <p>Be able to put on their own coat, hat or wellies on.</p> <p>Play ready steady go games.</p> <p>Wait their turn with adult support.</p> <p>Respond to 'stop' or 'no' from an adult for safety reasons.</p> <p>Share resources with adult support.</p> <p>Show/talk about emotions.</p> <p>Respond to the feelings of others.</p> <p>Show an interest in other children and join in.</p> <p>Start to develop friendships.</p> <p>Share some experiences or information from home</p> <p>Take part in an adult directed task for a short period of time.</p> | <p>Know how to remove coat, hat, socks, shoes etc</p> <p>Know how to put their coat, hat or wellies on.</p> <p>Can wait for short periods during an interactive game with an adult</p> <p>Know that sometimes we have to wait.</p> <p>Know that sometimes we need to stop doing something,</p> <p>Aware of other children in the setting. Know that all the resources are not theirs.</p> <p>Begin to recognise some of peers</p> <p>Talk about themselves and their families, starting to notice some similarities and differences</p> <p>Know that adults in nursery are fun to interact with.</p> | <p>coat, hood, zip, fasten, hat, socks, shoes, wellies, put on, take off</p> <p>Ready, steady, go</p> <p>wait, turn, one minute</p> <p>stop, no, last turn, finished, all gone</p> <p>share, mine, yours, our,</p> <p>sad, happy, grumpy, worried, tired.</p> <p>names of other familiar children friend, kind, share, play</p> <p>house, family, mum, dad, brother, sister, gran, grandpa, big, small, man, woman, boy, girl, siblings names, pet names.</p> <p>come with me, sit down, copy, look, listen, find,</p> | |
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| | <p>Respond well to praise.</p> <p>Put away resources with some adult support at tidy up time.</p> <p>Start to indicate to adult if they are wet or soiled. Start to sit on the toilet or potty. Wash hands with adult support.</p> <p>Begin to develop Characteristics of Effective Learning.</p> | <p>Aware that social rewards feel good</p> <p>Knows where some resources go and matches some resources to picture labels. Knows how to follow some adult instructions.</p> <p>Aware that they are wet or soiled</p> <p>Know that we need to wash hands before snack and after the toilet.</p> | <p>good, well done, star, kind, helpful</p> <p>help, tidy, put in, box, basket, match</p> <p>wet, dirty, poo, wee. nappy, change. toilet, potty, wash, dry hands, tap, water, soap.</p> | <p>Photo labels, shadow place markers</p> |
| Nursery 3-4 yrs | <p>Confident to leave parent/carer.</p> <p>Select activities and resources.</p> <p>Make independent choices.</p> <p>Develop a sense of responsibility e.g. helping to tidy up/ washing up paint pots/ helping at snack time.</p> <p>Become more confident with new people and new situations.</p> | <p>Understand our rules and routines. Know I am a part of this group.</p> <p>Know where to access preferred resources and know how to use them appropriately.</p> <p>Know that they can do things to help others.</p> <p>Know that they are safe and valued at nursery.</p> <p>Knows how to listen to and follow a</p> | <p>kind, helpful, listen, gentle, tell the truth, play, work, job, snack time, story, collective worship, register, lunchtime, home time, outdoor play indoor play, PE,</p> <p>names of areas and key resources in the classroom and EYFS yard</p> <p>helpful</p> <p>brave</p> | <p>See 1decision Early Years overview for dilemma drops relating to all areas of PSSED</p> <p>Golden Rules 'Reach the Stars' Reward Chart. Star of the Day stickers Daily kindness stickers Star of the Week award.</p> <p>Mirrors Photographs Books about feelings e.g.</p> <p>What I like about me</p> <p>It's ok to be different</p> |

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| | <p>Join in with an adult directed activity for a short time.</p> <p>Take turns in a small group.</p> <p>Play with other children, extending ideas. Form friendships.</p> <p>Initiate interactions using talk.</p> <p>Readily share s experiences or information from home</p> <p>Find solutions to conflicts with adult support.</p> <p>Talk about their own feelings.</p> <p>Begin to understand how other people may be feeling and respond to these feelings.</p> <p>Talk to adults and other children and enjoy spending time with them.</p> <p>Regularly seek out others for help.</p> | <p>range of adult instructions, when their attention is gained first.</p> <p>Knows how to listen and respond to peers and wait for a turn.</p> <p>Know that they have to wait their turn.</p> <p>Know how to start conversations and take turns in them.</p> <p>Knows how to use a range of vocabulary and different sentence structures.</p> <p>Talk about themselves and their families, noticing similarities and differences with others.</p> <p>Knows that we should use words, not actions. Knows to tell a teacher if someone has upset them.</p> <p>Aware of own feelings Know some feelings vocabulary</p> <p>Identify feelings of others</p> <p>Know how to use talk to ask for things and to play with others.</p> <p>Knows how to ask for help using words.</p> | <p>Sit down, carpet, table, job</p> <p>Listen, wait, turn, share</p> <p>friend, play, game</p> <p>family, home, same, different</p> <p>hurt, upset,</p> <p>Happy, sad, cross, angry, worried, scared/frightened, tired, hungry, shocked, brave</p> <p>help, please, thank you</p> | <p>Elmer</p> <p>Goodnight Moon</p> <p>Owl Babies</p> <p>Snow Bear</p> <p>The Snowman</p> <p>We're going on a Bear Hunt</p> <p>My Friend Bear</p> <p>Once There Were Giants</p> <p>Winnie the Witch</p> <p>The Growing Story</p> <p>Room on the Broom.</p> <p>Giraffes can't dance</p> <p>The Selfish Crocodile</p> <p>The Barefoot Books Children of the World (non-fiction)</p> <p>Rosie's Walk (USA)</p> <p>Handa's Surprise (Kenya)</p> |
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| | Develop Characteristics of Effective Learning | | | <p>The Great Race (Chinese new Year)</p> <p>Les Couleurs d’Elmer The Rainbow fish</p> <p>Non-fiction library books</p> <p>Traditional Tales</p> <p>Pictures/ books/photographs.</p> <p>Characteristics of Effective Learning stickers.</p> |
| Reception | <p>Form good relationships with adults and peers.</p> <p>Listen to and play with others.</p> | <p>Understand and follow the class and school rules and routines.</p> <p>Know that it is important to listen, share and be kind to others.</p> <p>Know that we are all individuals, but we are part of the same class/school.</p> | <p>kind, helpful, listen, gentle, honest, look after, play, work, job,</p> <p>Snack time, Story, Collective Worship, Register, Phonics, Maths, Reading, Writing, Lunchtime, home time, outdoor play indoor play, PE, PSHE, Computing, Music, Art & Design, Understanding the World, R.E.</p> <p>Reception, Class 1, Humshaugh First School</p> | <p>See 1decision Early Years overview for dilemma drops relating to all areas of PSED</p> <p>Golden Rules</p> <p>‘Reach the Stars’ Reward Chart.</p> <p>Star of the Day stickers</p> <p>Daily kindness stickers</p> <p>Star of the Week award.</p> <p>Kindness award</p> <p>Visual Timetable</p> <p>Non-fiction books about feelings, friendships and taking care of our bodies</p> |

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| | <p>Take turns in conversation.</p> <p>Know how to ask for help when needed.</p> <p>Talk about likes and dislikes. Talk about their own feelings and consider how others may be feelings.</p> <p>Take turns in small and increasingly larger groups.</p> <p>Play games with simple rules.</p> <p>Talk about their family and culture and other people in their world.</p> | <p>Know how to put hand up and wait for a turn to speak. Know to be quiet and listen when teacher or peers talking</p> <p>Understand that games have rules.</p> <p>Know how to follow simple rules. Know that we can't win every time.</p> <p>Know that we are all different and that's ok? Know who is in their family and that some families are different to theirs.</p> <p>Know that Christians and Jewish people believe we are all special to God so we should care for each other Know not all people believe in the same things. Know that Christians, Jewish people and Muslims worship God in different ways. Know about some traditions/ food etc. from different countries and cultures.</p> | <p>Help, Please, Thank You</p> <p>Feelings vocabulary: happy, sad, cross, upset, angry, worried, tired, hungry, thirsty, scared, frightened, shy, surprised, disappointed, brave like/ don't like, care, sorry, forgive</p> <p>Rules, fair, cheat, win, lose</p> <p>Same, similar, different</p> <p>See RE Curriculum God, believe, worship different, same, similar</p> <p>See Topics for names of countries,</p> | <p>Class mantras: 'Caring is sharing', 'Team work makes the dream work' and 'failure is learning'.</p> <p>It's ok to be different Starting School What I like about me It's ok to be different Goodnight Moon Once There Were Giants Owl Babies Winnie the Witch The Growing Story Room on the Broom. Giraffes can't dance The Selfish Crocodile The Barefoot Books Children of the World (non-fiction)</p> <p>Stories Jesus Told (Christian) Everybody says Shalom (Jewish) Golden Domes and Silver Lanterns (Islamic) Rama and Sita (Hindu)</p> |
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| | Manage their own needs. | Know and talk about healthy foods Understand why we need good hygiene and exercise and rest to keep our bodies healthy | food and traditions Healthy, unhealthy, sugar, sweet, savoury, fruit, vegetables, exercise, clean, wash, teeth, toothbrush, dentist, doctor, nurse | Early Years Non-fiction Library books |
| | Using stories and scenarios and be able to think about the perspective of others. | Know that people's thoughts and feelings can be different from their own. | Think, feel | 1decision 'dilemma drops' used as necessary to help address current issues in Early Years. |
| | Show resilience and perseverance in the face of challenge. | Know that some things may not be perfect the first time, and they may have to try again. Know that we all make mistakes. | blip, mistake, muddle, accident, accidentally, on purpose, keep trying, sort it out | The Rainbow fish Elmer |
| | Set their own goals. | Know how to make a plan, carry it out and review how it went | Plan, do, review, what went well, what I could do even better. | Traditional tales- how did baby bear feel? What was the wolf like in Little Red Riding Hood? |
| | Develop the Characteristics of Effective Learning. | | | Non-fiction library books Characteristics of Effective Learning stickers. |

Personal, Social and Emotional Development ELGs

Self-Regulation ELG

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.

Managing Self ELG

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.

Building Relationships ELG

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.