

## PSED in the EYFS

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
PSED	<b>Reception:</b> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive &amp; respectful relationships</li> <li>Express their feelings and 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>Be tolerant of others and think about the perspective of others.</li> <li>Manage their own needs – persona hygiene.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:</li> <li>Regular physical activity</li> <li>Healthy eating</li> <li>Toothbrushing</li> <li>Sensible amounts of 'screen time'</li> <li>Having a good sleep routine</li> <li>Being a safe pedestrian</li> </ul>	<u>Self-Regulation</u> – <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> <li><u>Managing Self</u></li> <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 importance of healthy food choices.</li> </ul> <u>Building Relationships</u> <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>	<u>Throughout the year</u> <ul style="list-style-type: none"> <li>We follow the Jigsaw scheme throughout the year.</li> <li>Circle time sessions</li> <li>Listening games</li> <li>Talking partners</li> <li>Model good listening and turn taking.</li> <li>Join in with a variety of simple songs.</li> <li>Discuss and share family celebrations such as birthdays / Christmas.</li> <li>Use Tapestry to share achievements and special times at home.</li> <li>Share stories daily and talk about what has happened and why / moral / what does that mean for us?</li> <li>Awesome work wall to celebrate great work</li> <li>Encouraging children to put on and zip up own coats.</li> <li>To promote independence, we use SNOT (children try themselves, ask a neighbour, ask another friend, before asking a teacher)</li> <li>Forest Schools</li> <li>Self-service snack table</li> <li>Rainbow Challenges</li> <li>Family photos- display in home corner</li> <li>Family Box</li> <li>Golden Table</li> <li>Termly toothbrushing sessions</li> <li>Weekly PSED linked story</li> <li>Worry monsters.</li> <li>Feelings Board</li> <li>Zones of Regulation</li> <li>Class rules and routines</li> <li>Role play – being friends</li> <li>Recognition Boards and stamp sheets</li> <li>Chance cards</li> <li>Sports day – taking part, working as a team.</li> <li>Daily Yoga</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I know how to express how I feel.</li> <li>I know that I can talk to familiar adults in our school.</li> <li>I know how to listen to others.</li> <li>I know how to follow a simple instruction.</li> <li>I know when I am feeling happy, sad, or angry.</li> <li>I know why we have rules.</li> <li>I know how to put my coat on and zip it up.</li> <li>I know how to use the toilet.</li> <li>I know that some foods are healthy and that others are unhealthy.</li> <li>I know how to take turns.</li> <li>I know how to be a good friend.</li> <li>I know when other people are feeling sad.</li> <li>I know the difference between good and bad actions.</li> <li>I understand that we are all different.</li> <li>I know that I am special and can say why.</li> </ul>
				<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Feelings – happy, sad, angry, upset, hurt, worried, scared, calm.</li> <li>Rules, behaviour, listen, share, friend, turn</li> <li>Healthy, unhealthy</li> <li>Independently</li> <li>Special, different, celebrate</li> </ul>



Aim high and shine

## PSED in the EYFS

- A range of texts that focus on feelings, diversity and relationships.