

## PSED in the EYFS

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
PSED	<p><b>Reception:</b></p> <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>	<p><u>Self-Regulation</u> –</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> <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> <p><u>Building Relationships</u></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>Throughout the year</b></p> <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>	<p><b>Knowledge:</b></p> <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> <p><b>Vocabulary:</b></p> <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

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			<ul style="list-style-type: none"><li>• A range of texts that focus on feelings, diversity and relationships.</li></ul>	
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