

EYFS Statutory Educational Programme: 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.

In the EYFS, PSED is split into three key aspects of child development. These are: **Managing self**, **Building relationships** and **Self regulation**.

In the Early Years Foundation Stage (EYFS), focusing on Personal, Social, and Emotional Development (PSED) is paramount. Adult interactions play a crucial role, nurturing children’s ability to manage emotions and build relationships. Group sessions and class discussions provide opportunities for children to learn from each other and practise social skills. Stories and assemblies are also used to explore PSED themes and encourage empathy, self-awareness and understanding. Learning challenges in the classroom, tailored to literacy and cultural topics, promote respect and diversity awareness.

We plan opportunities to help children develop in these key aspects of learning; however, these areas are also continually supported and developed daily through high-quality teaching, modelling and interactions.

<b>NURSERY</b>						
Term	Autumn 1 All about Me!	Autumn 2 Let’s Celebrate	Spring 1 Stories	Spring 2 In the Garden	Summer 1 People Who help us	Summer 2 Build it!
<b>Jigsaw theme</b>	<b>Being in My World</b> ‘Who am I and how do I fit?’	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me!</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
EYFS curriculum ‘I can’ statements.	- I can talk about my feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	-I can talk with others to solve conflicts. -I can begin to understand how others might be feeling. -I can play with one or more other children, extending and elaborating play ideas.	-I can show more confidence in new social situations. - I can select and use activities and resources, with help when needed. -This helps them to achieve a goal they have chosen, or one	I can see myself as a valuable individual. -I can manage my own needs. - I can develop a sense of responsibility and membership of a community.	- I can increasingly follow rules, understanding why they are important. - I can develop a sense of responsibility and membership of a community.	- I can think about the perspectives of others. -I can show more confidence in new social situations. -I can become more outgoing with unfamiliar people.

			which is suggested to them.			
Suggested activities/examples /provision:	<ul style="list-style-type: none"> <li>-Transition</li> <li>-Daily/Circle time 'How are we feeling today?'</li> <li>-Emotion faces</li> <li>-'Emotion station' in the provision – Children to record/select how they are feeling.</li> <li>-Model ways that you calm yourself down, such as stopping and taking a few deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>-Circle time- 'right and wrong choices' – linked to friendships with others.</li> <li>-Adults modelling vocabulary/positive play with others.</li> <li>-Teacher to model how to listen to others and compromise.</li> <li>-Involve the children in making decisions about the room layout. For example, you could set up a special role-play area in response to children's fascination with space/animals</li> </ul>	<ul style="list-style-type: none"> <li>-What do I want to be when I am older?</li> <li>-Widen the range of activities that children feel confident to take part in, outdoors and inside.</li> <li>-Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.</li> <li>-Invite new people into the setting/go out on a walk around the local area.</li> </ul>	<ul style="list-style-type: none"> <li>-Give children appropriate tasks to carry out, for example, preparing the snack, holding the door for their friends.</li> <li>-Talk to children about the importance of eating healthily and brushing their teeth. (This may also link into Summer 1 –(People who help us topic -dentist)</li> <li>-Talk to the children about why it is important to wash their hands carefully and throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>-Supported at transition times tidying/responsibility/school/class. -Adults to model tidying up, sorting objects and working collaboratively to help tidy the classroom. Special 'helper' badges could be made to motivate and encourage children to help with the classroom jobs.</li> <li>-Classroom rules and visual reminders to be clearly displayed.</li> </ul>	<ul style="list-style-type: none"> <li>-Transition day/s into reception</li> <li>-Plan specific tasks that encourage children to talk about feelings and their opinions.</li> <li>-Sports day</li> <li>- Adults to model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> </ul>
Suggested books for provision/circle times/focused tasks:	<p>PSED – Responsive to children's need</p> <p>Goats Don't Dance - Alicia Potter</p> <p>How do you feel? Anthony Browne</p> <p>The Lion Inside - Rachel Bright</p>	<p>-The Hippo who was Happy - Rachel Elliott</p> <p>-All you need is Love - Emma Chichester Clark</p>	<p>Tidy- Emily Gravett</p> <p>Don't worry Little Crab - Chris Haughton</p> <p>You Choose your dreams - Pippa Goodhart</p>	<p>Max the Brave -Ed Vere</p> <p>Tidy- Emily Gravett</p>	<p>-Chicken Clicking - Jeanne Willis (Safety week)</p> <p>-Wash your hands, Mr Panda - Steve Antony</p>	<p>Max the Brave - Ed Vere</p> <p>A New School for Charlie - Courtney Dicmas</p>

<p>Jigsaw suggested books:</p>	<p>Book: Hands are not for hitting - by Martine Agassi, or similar themed book</p> <p>Book: Dogger- by Shirley Hughes Cubes</p>	<p>Book: Naked Trevor - by Rebecca Elliot (being comfortable with who you are)</p> <p>Book: Barry the Fish with Fingers - by Sue Henra (being different is a good thing)</p> <p>Book: It's OK to be different - by Todd Parr (looking at how we are different)</p> <p>Book: The family book - by Todd Parr (looking at different sorts of families)</p> <p>Book: Forget Me Not, Beautiful Buttercup - by Michael Broad (making your own friends)</p> <p>Book: The Dog and the Dolphin - by James Dworkin</p>	<p>Book: Love Monster- by Rachel Bright</p> <p>Book: Don't worry, Hugless Douglas - by David Melling</p> <p>Book: The Hare and The Tortoise - Aesop's Fables (available on-line)</p> <p>Book: The Jungle Run -by Tony Mitton</p>	<p>Little Red Riding Hood</p> <p>Book: Not Everyone is Nice - by Anne Tedesco</p>	<p>Book: Mabel and Me, Best of Friends - by Mark Sperring and Sarah Warburton</p> <p>Book: George and Martha - by James Marshall</p>	<p>Book: -Look Inside Your Body - by Louie Stowell</p> <p>Book: I wonder why kangaroos have pouches by Jenny Wood</p> <p>Book: The Very Hungry Caterpillar- by Eric Carle</p> <p>Book: Huge Bag of Worries - by Virginia Ironside</p>
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<b>RECEPTION</b>						
Term	Autumn 1 What makes me Unique?	Autumn 2 Around the World	Spring 1 Once Upon a Time	Spring 2 Build It!	Summer 1 The Great Outdoors	Summer 2 We're Going on an Adventure
<b>Jigsaw theme</b>	<b>Being in My World</b> 'Who am I and how do I fit?'	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me!</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
EYFS curriculum 'I can' statements.	-I can identify and moderate my own feelings socially and emotionally. -I can build constructive and respectful relationships. -I can see myself as a valuable individual	-I can express my feelings and consider the feelings of others. -I can think about the perspective of others. -I can develop a sense of responsibility and membership of a community.	-I can be confident to try new activities and show independence, resilience and perseverance in face of all challenges. -I can manage my own needs. -I can set and work towards simple goals. -I can wait for what I want and control my immediate impulses. -I can moderate my own feelings socially and emotionally.	-I can see myself as a valuable individual. -I can work and play cooperatively and take turns with others. -I can form positive attachments to adults and friendships with peers.	-I can show sensitivity to my own and others' needs.(ELG) -I can develop a sense of responsibility and membership of a community. -I can explain the reasons for rules, know right from wrong and try to behave accordingly.(ELG) -I can show an understanding of my own feelings and others around me and I can	-I can set and work towards simple goals and am able to wait for what I want. -I can see myself as a valuable individual. -I can be confident to try new activities and show independence, resilience and perseverance in the face of challenges. (ELG)

					begin to regulate my behaviour accordingly. (ELG)	
Suggested activities/examples /provision	<p>-Circle time - Getting to know each other.</p> <p>- Create a poster for class rules. (Children to be involved in this - what rules should we have for the class) Take photos that represent the classroom rules, for example, a child sat quietly, lining up smartly, kind hands etc...</p> <p>- Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>-Allow children time in friendship groups as well as other groupings</p> <p>-Adults will have high expectations for children following instructions, with high levels of support when necessary.</p> <p>-Make time to get to know the child and their family. Ask parents</p>	<p>-Circle time- 'Qualities of a good friend'.</p> <p>-Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>-Undertake specific activities that encourage talk about feelings and their opinions</p> <p>-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.</p>	<p>-Circle time – children's aspirations/goals they want to achieve by the end of the year.</p> <p>-Adults will provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. (For example, show and tell)</p> <p>-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.</p>	<p>-Adults to involve the children in decisions, for example, voting for a story at the end of the school day. How they would like the classroom to be developed/layout. For example, a new role play area.</p> <p>-Adults need to make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p>	<p>-Circle time- Who can we ask for help from in our community? -What would I like to be when I am older? (Linked to 'Goals').</p> <p>-Adults give the children in class a job to do. For example, a snack helper. Adults promote this by using 'class helper badges' 'monitors' for the areas.</p> <p>-Theme week: A sense of adventure</p>	<p>-Transition day/s -Sports day- teamwork/taking risks outside of your comfort zone.</p>

	<p>about the child's history, likes, dislikes, family members and culture.</p> <p>-Take opportunities in class to highlight a child's interests, showing you know them and about them. (For example, experiences/learning shared on Tapestry)</p>					
<p>Suggested books for the provision/circle times/focused tasks</p>	<p>Elmer the Patchwork elephant - David McKee</p> <p>The Colour Monster - Anna Llenas</p> <p>I like bees I don't like honey - Sam Bishop</p> <p>Super Duper You- Sophy Henn</p>	<p>Aaaarrggh Spider! - Lydia Monks</p> <p>Don't hog the hedge - Twinkl Ebook</p>	<p>You Choose your dreams - Pippa Goodhart</p>		<p>Non-fiction texts linked to people who help us in the community</p> <p>Somebody swallowed Stanley - Sarah Roberts</p>	<p>Who's Our New Teacher? - Jeanne Willis</p>

<p>Jigsaw suggested books/songs:</p>	<p>Book: Hands are not for hitting - by Martine Agassi or similar themed book e.g. No Hitting, Henry by Lisa Regan</p> <p>Book: Dogger- by Shirley Hughes</p>	<p>Book: 'The Family Book' by Todd Parr</p> <p>Book: 'The Hueys in the New Jumper', by Oliver Jeffers: (similarities and differences amongst people)</p> <p>Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are)</p> <p>Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing)</p> <p>Book: 'It's OK to Be Different' by Todd Parr</p> <p>Book: 'The Dog and the Dolphin', by James Dworkin</p>	<p>Book: 'Love Monster' by Rachel Bright</p> <p>Book: 'Don't worry, Hugless Douglas' by David Melling</p> <p>Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line)</p> <p>Book: 'The Jungle Run' by Tony Mitton</p>	<p>Story: Little Red Riding Hood</p> <p>Book: 'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco, or similar</p> <p>Book" 'Never Talk to Strangers', by Irma Joyce</p>	<p>Book: 'Mabel and Me', by Sarah Warburton</p> <p>Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall</p> <p>You've Got A Friend In Me' by Randy Newman (Toy Story song)</p> <p>'True Friends' song by Miley Cyrus (Hannah Montana)</p> <p>'That's what friends are for' (Fox and Hounds song)</p>	<p>Book: 'Look Inside Your Body' by Louie Stowell</p> <p>Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood</p> <p>Book: 'The Huge Bag of Worries' by Virginia Ironside</p>
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