


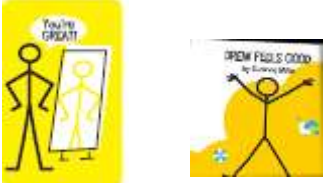



RECEPTION PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT (PSED). THIS INCLUDES RELATIONSHIP EDUCATION AND SAFEGUARDING TEACHING FOR CHILDREN.

**EYFS (Reception) Curriculum Statement**



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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, pupils will learn how to keep safe, look after their bodies (including healthy eating) and independently manage personal needs. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p><u>Throughout the year.</u>  <b>School values – Considerate Hedgehog, Brave Spider and Resilient Tortoise.</b>          Managing feelings          Self- awareness          New beginnings/friendships/becoming a team (new class)          Confidence and self esteem          Kind and sharing</p>	<p>Unicef rights  </p>	 <p><b>Creating Happy Early Habits</b></p>	<p>Resources  </p>	<p>Development matters</p>
<p>Topic – All About Me – <b>My right to a name</b>          All about me – New beginnings          What makes me special?          Topic – My Special People – <b>My right to a family</b>          Me and my special people          Who can help me?</p>	<p>Article 7          Article 8          Article 9          Article 15</p>	 <p><b>Mirror Mirror</b></p>	<p>Colour monster - key text            5 Minutes Peace</p>	<p>See themselves as a valuable individual.          Build constructive and respectful relationships.</p>


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<p>Topic – My Feelings <b>Reflective ladybird</b>          My feelings (1)          My feelings (2)          Topic – Same and Different (ELMER planning)          I’m special, you’re special          Same and different          Topic – Different Families and Homes  <b>My right to have a shelter/home</b>          Same and different families          Same and different homes          Topic – Kindness and Caring – <b>Class charters</b>          Kind and caring (1)          Kind and caring (2)</p>	<p>Article 16          Article 18          Article 21          Article 23          Article 29          Article 30</p>	<div style="display: flex; justify-content: space-around;">   </div> <p>Stand Tall</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Breathing Colour</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Floating Cloud</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Win-Win</p>	<p>Owl Babies          You Choose          And Tango Makes 3          Kipper's Birthday          Elmer</p>    <p>Kind: A book about Kindness</p> <p>Fox Makes Friends</p> 	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
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		  <p>Free Flow</p>	  	
<p><b>Throughout the year.</b>  <b>School values – Considerate</b>  <b>Hedgehog, Resilient Tortoise</b>          Friendships          Cooperation          Working together          Giving and sharing  <b>Resilience</b>          Dispositions and attitudes          Trust and motivation          Agreed values          Feeling happy and sad          A sense of community</p>	<p>Unicef rights</p>  	  <p>TRICK BOX</p> <p><b>Creating Happy Early Habits</b></p>	<p>Resources</p>	<p>Development matters</p>

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<p>Topic – Changes – <b>Curious cat</b>  Seasons  Life stages – plants, animals, humans  Topic – Life Stages  Human life stage – who will I be?  Where do babies come from?  Topic – Changing bodies  Getting bigger –  baby/toddler/child/teenager/adults  Me and my body  Theme – Rights &amp; Responsibilities –  <b>Unicef/Eco Reps links</b>  Topic – Looking after Myself and my Friends (<b>Farmer duck</b>)  Looking after my special people  Looking after my friends  Topic – Caring for my Environment  Being helpful at home and caring for our classroom  Caring for our world  Topic – Listening to my Feelings –  <b>My right to an opinion</b>  Listening to my feelings (1)  <b>My right to an education</b></p>	<p>Article 7  Article 24  Article 27  Article 29  Article 32  Article 12</p>	 <p>Mirror Mirror</p>  <p>Stand Tall</p>  <p>Breathing Colour</p>  <p>Floating Cloud</p>	<p>Farmer Duck  Girraffes can't Dance  Chicken Lickin'      </p>	
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		 <p>Win - Win</p>  <p>Free Flow</p>		
<p><b>Throughout the year.</b>  <b>School values Considerate</b>  <b>Hedgehog, Resilient Tortoise, Brave Spider and Curious Cat.</b>          Dispositions and attitudes          Trust and motivation          Agreed values          Managing feelings          Empathy          Helping others          Changes          Moving on          Planning to reach goals          Belonging to a community          Making choices</p>	<p>Unicef rights</p> 	 <p>TRICK BOX</p> <p><b>Creating Happy Early Habits</b></p>	<p>Resources</p>	<p>Development matters</p>

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<p>Topic – People who Help Keep me Safe          Keeping safe online          People who help to keep me safe          Topic – Bouncing Back – <b>Resilient tortoise</b>          Bouncing back when things go wrong          Yes, I can!          Theme – Keeping Myself Safe          Topic – Keeping my Body Safe          What’s safe to go onto my body          What’s safe to go into my body (including medicines)          Safe indoors and outdoors          Topic – Healthy Eating – <b>My right to healthy food/clean water etc</b>          Healthy eating (1)          Healthy eating (2)          Topic – Exercise and Sleep          Move your body          A good night’s sleep          Being Proud          Doing your best – bumblebee – Be the best you can be!</p>	<p>Article 41          Article 40          Article 39          Article 37          Article 38          Article 36          Article 35, 34, 33, 32, 31          Article 27, 24</p>	<div data-bbox="981 240 1106 437" data-label="Image"> </div> <p data-bbox="1115 411 1312 443">Mirror Mirror</p> <div data-bbox="981 488 1106 684" data-label="Image"> </div> <p data-bbox="1115 659 1249 691">Stand Tall</p> <div data-bbox="981 729 1106 925" data-label="Image"> </div> <p data-bbox="1115 900 1346 932">Breathing Colour</p> <div data-bbox="981 970 1106 1166" data-label="Image"> </div> <p data-bbox="1115 1141 1330 1173">Floating Colour</p>	<p>The Very Hungry Caterpillar</p> <div data-bbox="1458 371 1666 584" data-label="Image"> </div> <div data-bbox="1451 624 1693 826" data-label="Image"> </div> <div data-bbox="1458 858 1682 1054" data-label="Image"> </div>	
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**EYFS Early Learning Goals**

**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.