

Personal, Social and Emotional Development (PSED) - Knowledge Sequencing at Knavesmire Primary

Intent:	<p>Our Intent throughout Early Years is to support children and to guide them on their way to being independent individuals who flourish with Knavesmire Character and learn; self regulation, self care and the ability to build positive, secure relationships. All pupils at Knavesmire will access a high-quality spiral PSHE curriculum. Our intent is that this PSHE curriculum will contribute to providing personal development for all pupils to enable them to achieve their full potential and leave our school prepared for the demands of society in their future.</p>
Substantive knowledge in Communication and Language:	<p>This is the factual content produced by the specific content of personal effectiveness, interpersonal and social effectiveness, and managing risk and decision making. The understanding and development of these skills is essential before pupils can apply such knowledge to their lives.</p>
Disciplinary knowledge in Communication and Language:	<p>This is the application and understanding of these facts and knowledge, such that pupils can apply these to their own lives. They promote their personal development, character and resilience within school. In addition, embedding knowledge to enable a healthy lifestyle, to make good and sensible choices in everyday life, complete the holistic approach to pupil's education.</p>
Communication and Language:	<p>The knowledge, skills and attributes needed to keep ourselves healthy and safe, and prepared for life and work.</p>



EYFS Personal, Social and Emotional Development

Nursery

Personal, social and emotional development is facilitated through almost every aspect of the Early Years curriculum; from choosing where to play to taking part and accepting decisions and school rules. Throughout Early Years Nursery and Reception children take part in weekly assemblies and PSHE sessions that have a focus on personal development, building Knavesmire Character and British Values.

Children leave Nursery ready to expand their personal development further in Reception. They start to **recognise feelings** that they have and begin to talk about these feelings with adults and peers. They know the **rules** that are in place in the setting and start to know **why** they need to follow them. Children are valued and know that their opinion counts so they are able to be appropriately assertive and share ideas of what they would like to do and achieve. With some support children are able to **achieve simple goals** within play situations but also relating to **self-care needs** and **healthy choices**. Children know that adults in the setting are there to keep them safe and build trust. Children know how to **play with others** and begin to use **speaking** as a tool to engage and extend play.

Key Texts

The colour Monster, Ruby's worry, Tilda Tries again, This is our world, Kind Little Lion, The Bear who would not share.

Self Regulation, Managing Self Building Relationships

- Know how to act **responsibly** in **some situations** such as walks in the local community and **Nursery expectations**.
- They know that they need to **listen to familiar adults** in some situations to **keep safe** such as parents at firework displays.
- Know about some aspects of

- Knows how to **select resources** and activities with support to achieve goals.
- Builds **confidence** in **new situations**.
- Knows **appropriate** ways of being **assertive**.
- Knows how to be more **self-sufficient** with **care needs** and makes **some healthy**

- Knows how to act and become more **outgoing** with **unfamiliar people** in the Nursery setting.
- Knows how to **play and extend play** with one or more individuals.
- Begins to know how to find **solutions to conflicts**.
- Knows that **speaking** can



	<p>the local community such as local park groups and church groups.</p> <ul style="list-style-type: none"> • Knows what the rules are and how to follow the rules if the Nursery and begins to realise why they are there. • Knows how to talk about feelings – happy, sad, tired ect. 	<p>choices.</p> <ul style="list-style-type: none"> • Build trust with adults in Nursery. • Knows that they need to brush teeth to keep them healthy. • Children know that the internet is not always safe and appropriate. 	<p>solve conflicts.</p> <ul style="list-style-type: none"> • Starts to understand how others may be feeling.
		<p>British Values</p>	
		<p>Mutual Respect – Building friendships Mutual tolerance – Differences and similarities Rule of Law – What we can do in Nursery and what we can't do. Individual Liberty – Opinions are encouraged and listened to. Democracy – Children help make choices about what will happen in Nursery; what toys come out, what they have for snack that day, what the rules should be... They also take part in EY PAG groups.</p>	



EYFS Personal, Social and Emotional Development

Reception

Personal, social and emotional development is facilitated through almost every aspect of the Early Years curriculum; from choosing where to play to taking part and accepting decisions and school rules. Throughout Early Years Nursery and Reception children take part in weekly assemblies and PSHE sessions that have a focus on personal development, building Knavesmire Character and British Values. Reception start every day with 'How are you?' so that children can talk about their feelings and develop empathy for others.

Children in Reception build on skills learnt in Nursery and understand not only the **feelings** that they have themselves in some situations but also the **feelings of others** around them. They become more adaptive to a range of situations and they begin to **regulate behaviour further** according to these. Children are **ambitious** because the adults have known them well, and have facilitated them to make **suitable goals** for learning that they have been **able to meet**. Children become **independent** with managing their own **personal hygiene** needs. They develop the knowledge needed to understand **why healthy choices** are important and they start to feel empowered to make those **choices**. They become more confident in **new situations** and are keen to have a go! They develop a sense of **responsibility** and begin to understand further how they can keep themselves **safe** in a range of situations. Children in Reception build on **relationships** with **adults and peers** and know the **importance of speaking**, rule following and turn taking; showing **respect** as they play and work.

Key Texts

The Boy Who Loved Everyone, Just Ask, Beautiful oops, What if everybody did that? Democracy for Dinosaurs

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> Knows that they are a valued individual and understands some things that make them unique. Knows how to say how they are feeling and consider the feelings of others. 	<ul style="list-style-type: none"> Knows how to manage own personal hygiene needs. Knows about some factors that can support their health and wellbeing; regular physical activity - healthy eating – tooth brushing - 	<ul style="list-style-type: none"> Knows how to be constructive and respectful to build relationships with others. Knows how to work and play cooperatively and take turns with others.



<ul style="list-style-type: none"> • Knows how to regulate their feelings and behaviour accordingly to the situation most of the time. • Knows what they want to achieve in some areas of their lives and is aiming for some goals. • Knows how to control immediate impulses when appropriate. 	<p>sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <ul style="list-style-type: none"> • Is confident to try new activities such as drama workshops and trips and will show independence, resilience and perseverance in the face of challenge. • Knows the reasons for rules, know right from wrong and try to behave accordingly. • Know that they can talk to adults in school. • Knows that they need to brush teeth twice a day and understands why. • Know how to keep themselves safe in some situations such as slippy floor or using a glove to hold a sparkler at fireworks night. • Children know that the internet is not always safe and that they should have adult supervision. 	<ul style="list-style-type: none"> • Forms positive attachments to adults and friendships with peers. • Knows how to show sensitivity to their own and to others' needs.
British Values		



Mutual Respect – Building **respectful and successful** friendships
Mutual tolerance – Differences and similarities within the **wider community** and our own class.
Rule of Law – knows what **rules** we have and **why** we have them,
Individual Liberty – **Opinions** are encouraged and listened to, children help to make **choices** about what happens.
Democracy – Children help make the **class rules**, they have choices and know that they all have a say.
They take part in **whole school PAG groups** as well as EY PAG groups.

Personal, Social and Emotional Development

Moving into Year 1 and the National Curriculum

As children move from Early Years into KS1, they have secure foundations set to begin with the 'My Life' programme.

Children in Year 1 build on the skills that they have learnt in Reception. They become more confident in talking about their **feelings and emotions** and they develop a wider vocabulary to be able to **articulate this**. They begin to **regulate** their feelings further and judge whether these are appropriate and **normal for them**. They become **independent** in managing their **basic care needs** and develop an **understanding** of other ways that they can **keep themselves and others safe and healthy** including further **oral hygiene** understanding and knowledge on **internet safety**. They understand a variety of roles and responsibilities within the community and know how people can help them. They understand relationships a little more and know how **positive relationships** can have a **good impact**.

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none">• To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of	<ul style="list-style-type: none">• To learn how people and other living things have different needs; about the responsibilities of caring for them.• To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	<ul style="list-style-type: none">• To know how important friendships are in making us feel happy and secure.• To know that families are important for children growing up because they can give love, security and stability.• To learn about the different groups they belong to.• To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those

emotions that all humans experience in relation to different experiences and situations.

- To understand the importance of **self-respect** and how this links to their own happiness.

- To know the facts about **legal and illegal harmful substances** and associated risks, including smoking, alcohol use and drug-taking.
- To understand **why rules** are needed to keep everyone **safe** in the home, in particular rules around medicines and dispensing of medicines.
- To know how to **recognise and report** feelings of being **unsafe** or feeling bad about any adult.
- To know **how to ask for advice** or help for themselves or others, and to keep trying until they are **heard**.
- To know how to **report concerns** or abuse, and the vocabulary and confidence needed to do so.
- To know that people sometimes behave differently **online**, including by pretending to be someone they are not.
- To know **where and how** to

special people when they need their help, including **dialling 999** in an emergency.

- To learn about **different jobs** that people they know or people who work in the community do.
- To learn about the different roles and responsibilities people have in their **community**.
- To know how to **assess risk** and understand the **consequences** of unsafe choices.
- To know how to **respond safely and appropriately** to adults they may encounter (in all contexts, including online) whom they do not know.

		<p>report concerns and get support with issues online.</p> <ul style="list-style-type: none">• To know how to be assertive and to take responsibility for your own safety.• To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.• To know the characteristics and mental and physical benefits of an active lifestyle.• To know what constitutes a healthy diet.• To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on	
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		<p>their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none">• To know where and how to report concerns and get support with issues online.• To learn about how the internet and digital devices can be used safely to find things out and to communicate with others.• To learn about the role of the internet in everyday life. To learn that not all information seen online is true.• To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• To be able to recognise early signs of physical illness, such as weight loss, or changes to the body.	
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		British Values	
		<p>Mutual Respect – Understanding the opinions of others and building respect for others.</p> <p>Mutual tolerance – Respects and knows about differences in many aspects within the cohort and wider world.</p> <p>Rule of Law – Knows and accepts the rules of the wider school as they move from EY-KS1.</p> <p>Individual Liberty – Unique and individual aspects of each child are celebrated and children’s individual opinion is accepted.</p> <p>Democracy – Children help to create the rules and know why they are there, they have a say in what happens in the wider school and know that their voice is heard.</p>	

