

## **PSED**

### **Statutory ELG: Self-Regulation**

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.

### **Statutory ELG: Managing Self**

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.

### **Statutory ELG: Building Relationships**

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.

## **Birth to five matters**

### **Statutory ELG: Building Relationships**

Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is proactive in seeking adult support and able to articulate their wants and needs Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

### **Statutory ELG: Managing Self**

Recognises that they belong to different communities and social groups and communicates freely about own home and community Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Understands their own and other people's feelings, offering empathy and comfort

- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

### **Kapow RSE/PSHE Curriculum**

<p><b>Self-regulation: My feelings</b></p>	<p><b>Building relationships: Special relationships</b></p>	<p><b>Managing self: Taking on challenges</b></p>
<p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>
<p><b>Self-regulation: Listening and following instructions</b></p>	<p><b>Building relationships: My family and friends</b></p>	<p><b>Managing self: My wellbeing</b></p>
<p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>

### **Tier 3 Vocabulary**

Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules