

PERSONAL, SOCIAL & EMOTIONAL –

WHAT DO WE OFFER

- Daily modelling of school rules
- Clear routines, rules following school behaviour policy
- Positive reinforcement of expected behaviour
- Circle time and scaffold social interactions to support friendship issues
- Specific lessons on healthy eating, staying safe, managing emotions, understanding feelings, dealing with frustration or adversity
- Celebration assembly
- Constructive feedback
- Good quality texts and resources to support teaching
- Use of puppets, songs, stories and videos to model feelings, emotions and problems and show how to deal with them
- Observations of children's interactions and social skills
- Calm down time/quiet place for children that need it
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary
- Have high expectations for children following instructions
- Help children to set own goals and to achieve them
- Model practices that support good hygiene

Personal, Social & Emotional

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.

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.

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.

PERSONAL, SOCIAL & EMOTIONAL

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Self-regulation	<p><u>How I feel</u> Discussion around feelings, use of book 'colour monster' to develop an awareness of different feeling. Why you or others may feel like this. Coping strategies. Create in class visual feeling display – children can move photo according to feelings.</p>	<p><u>How other may feel</u> Opportunities as they arise and planned sessions to discuss how other may be feeling and why. Begin to develop empathy and understanding.</p>	<p><u>Independence</u> Environment and resources are accessible to promote independence and self-selection. Independence is encouraged, promoted and modelled by adults</p>	<p><u>Show resilience and perseverance in the face of challenge.</u> Children are encouraged to have a 'can do' attitude and overcome hurdles by trial and error. Adults are there to support children and motivate them to succeed.</p>	<p><u>Identify and moderate their own feelings socially and emotionally.</u> Children begin to regulate feelings, use appropriate emotions for situations. For example how to behave in a whole school worship.</p>	<p><u>Focus attention</u> Children are able to focus attention during different situations and follow instructions appropriately. Lots of opportunities to practise and refine these skills.</p>
Managing self	<p><u>Personal hygiene</u> Strong emphasis on washing hands, teach how to wash hand effectively and the importance of this. Opportunities to learn how to 'catch germ' coughing and sneezing and how to keep others safe.</p>	<p><u>What makes me happy</u> Ask the children to develop an awareness of what makes them happy, can this be used to help manage our feelings in different situations. What makes one person happy is not the same for everyone.</p>	<p><u>Oral Health</u> Children deepen their understanding of the importance of good oral health and how to look after their teeth and gums. Including how to brush effectively and which drinks and foods to limit.</p>	<p><u>Healthy Eating</u> Children are able to sort foods into healthy and unhealthy foods. Why some foods should be a treat and the effects on our bodies.</p>	<p><u>Keeping safe in the sun</u> Children are aware of the damages the sun can do to our bodies- why do we need to limit our time in the sun and how to stay safe.</p>	<p><u>Keep on moving</u> Children link the positive effects of exercise and moving on our body, both mentally and physically.</p>
Building relationships	<p><u>I am special & my family</u> Children are able to talk about their immediate family and their relationships with them. Children begin to develop close relationships with the adults.</p>	<p><u>My friends</u> Children begin to develop friendship groups and feel safe and secure with particular children.</p>	<p><u>A kind friend</u> Lots of opportunities to discuss in class what a kind friend is, what a kind friend may do, how we can all be kind friends.</p>	<p><u>Think about the perspectives of others</u> Opportunities as they arise and planned sessions to discuss how other may be feeling and why. Begin to develop empathy and understanding.</p>	<p><u>Express their feelings and consider the feelings of others</u> Children feel confident to express their feelings to their friends, familiar adults and peers and deepen their understanding of how others may feel in different situations.</p>	<p><u>Transition</u> Children understand that they will be transitioning from Reception to Year One and they begin to build a relationship with new teacher and TA. Children feel happy and secure about moving onto the next stage of their educational journey.</p>
New vocabulary	Hygiene Germs Scrub	Friendship Respect	Dentist Molars Enamel	Health Carbohydrates Sugars protein	Sunscreen UV rays shade	Exercise Heart Rate Oxygen

