



Caversham Park Primary School

Reception Curriculum

Personal, Social & Emotional Development

Key Knowledge/Skills

Self-Regulation:

- Know that it is ok to have different feelings
- Identify feelings of themselves and others and suggest ways to improve actions/feelings e.g. if they are feeling angry/ upset.
- Set and work towards own goals, identifying the steps they need to take.
- Show perseverance and resilience when something is challenging.
- Understand that behaviour has consequences

Managing Self:

- Know that everyone is unique and special, including me and talk about own strengths and areas for improvements.
- Operates mostly independently within the classroom environment to select resources and fulfil own wants/needs.
- Manage own basic hygiene - toileting, handwashing, dressing/undressing.
- Understand ways to be healthy and the importance of eating healthily.

Building Relationships:

- Work and play co-operatively with others, listening to each other and incorporating/ elaborating on each others' ideas.
- Take turns with others
- Show tolerance of others
- Form positive relationships with adults and peers
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

See EYFS PSHE curriculum map for further information.

Progression

Autumn

- Try new activities, selecting resources as needed
- Seek adult support when necessary.
- Wait for things I want
- Follow direct instructions with 2 parts
- Focus on the teacher or another adult.
- Manage own basic hygiene - toileting, handwashing
- Name different emotions
- Identify own strengths.
- Enjoys playing alone, alongside and with others, and attempting to join others' play
- Identify who my school friends are
- Work co-operatively with my friends, e.g. building a den in the garden.
- Make comparisons between my interests and my friends' interests.

Spring

- Identify own strengths and areas for development.
- Show confidence in choosing resources to fulfil plans and ideas.
- Begin to understand the value of 'trying again' when something is difficult.
- Regulate own emotions when finding something challenging.
- Invites others to join in play.
- Carryout turn taking games
- Become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Talk about their own and other people's feelings.
- Show empathy when a peer is upset.
- Follows the agreed classroom rules and talks about their behaviour and its consequences.

Summer

- Resolve conflicts and negotiate with peers during play
- Operates mostly independently within the classroom environment to select resources and fulfil own wants/needs.
- Get dressed/ undressed independently.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Think about the perspectives of others.

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| <ul style="list-style-type: none"> Name some 'safe adults' or people who help me. | <ul style="list-style-type: none"> Describe some ways of keeping safe, e.g. stranger danger, using technology, crossing the road | <ul style="list-style-type: none"> Talk about how I feel and ways that I can manage my emotions. |
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Assessment (ELGs)

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| <p>Prime Areas: Personal, Social and Emotional Development</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> 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 <p>Managing Self:</p> <ul style="list-style-type: none"> 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 <p>Building Relationships:</p> <ul style="list-style-type: none"> 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 | <p>Specific Areas:</p> <ul style="list-style-type: none"> This area of learning impacts all other areas of learning. |
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