



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
- 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.
- Shows 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
- Talks 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.

Assessment (ELGs)

Prime Areas: Personal, Social and Emotional Development

Self-Regulation:

- 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:

- 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:

- 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

Specific Areas:

- This area of learning impacts all other areas of learning.