



EYFS NURSERY

As a prime area of the Early Years Curriculum, PSED (Personal, Social and Emotional Development) is known to be a vital part of Early Learning. All key areas of the Early Years PSED curriculum are covered in creative and innovative ways within the Early Years 3D PSHE programme.

BUILDING RELATIONSHIPS	SELF-REGULATION	MANAGING SELF
<p>Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds)</p> <p>Help to find solutions to conflicts and rivalries (DM 3 & 4 year olds)</p>	<p>Select and use activities and resources, with help when needed. (DM 3 & 4 year olds)</p> <p>Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds)</p> <p>Do not always need an adult to remind them of a rule (DM 3 & 4 year olds)</p> <p>Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds)</p> <p>Show more confidence in new social situations (DM 3 & 4 year olds)</p> <p>Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds)</p>	<p>Begin to understand how others might be feeling (DM 3 & 4 year olds)</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3 & 4 year olds)</p> <p>Talk with others to solve conflict (DM 3 & 4 year olds)</p> <p>Develop appropriate ways of being assertive (DM 3 & 4 year olds)</p>
Autumn 1	Spring 1	Summer 1
<p>'Let's Play Shops'</p> <ul style="list-style-type: none"> • play in a group, extending and elaborating play ideas. <p>'Who's Playing?'</p> <ul style="list-style-type: none"> • initiate play, offering cues to peers to join in. <p>'It's Your Turn'</p> <ul style="list-style-type: none"> • respond to what others do and keep play going. 	<p>'Chatterbox'</p> <ul style="list-style-type: none"> • talk confidently to other children when playing. <p>'Where I live'</p> <ul style="list-style-type: none"> • communicate freely about our own home and community. <p>'Can You Help?'</p> <ul style="list-style-type: none"> • show confidence in asking adults for help. 	<p>'Fair Shares'</p> <ul style="list-style-type: none"> • take turns and share resources, sometimes with support. <p>'The Pantomime?'</p> <p>adapt our behaviour to different events, social situations and changes in routine.</p>
Autumn 2	Spring 2	Summer 2
<p>'Good Friends'</p> <ul style="list-style-type: none"> • demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>'Make Your Choice'</p> <ul style="list-style-type: none"> • select and use activities and resources with help. <p>'Odd Jobs'</p> <ul style="list-style-type: none"> • enjoy the responsibility of carrying out small tasks. 	<p>'Well Done!'</p> <ul style="list-style-type: none"> • welcome and value praise for what we have done. <p>'A New Baby'</p> <ul style="list-style-type: none"> • be more outgoing towards unfamiliar people. • be more confident in new social situations. <p>'Deaf Girl'</p> <ul style="list-style-type: none"> • begin to accept the needs of others. 	<p>'You Smell!'</p> <ul style="list-style-type: none"> • be aware of our own feelings and know that some actions and words can hurt others' feelings. <p>'A Waiting Game'</p> <ul style="list-style-type: none"> • usually be able to tolerate delay when our needs are not immediately met. • understand that our wishes may not always be met.