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| **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** |
| Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds)  Help to fi­nd solutions to conflicts and rivalries (DM 3 & 4 year olds) | Select and use activities and resources, with help when needed. (DM 3 & 4 year olds)  Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds)  Do not always need an adult to remind them of a rule (DM 3 & 4 year olds)  Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds)  Show more confi­dence in new social situations (DM 3 & 4 year olds)  Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds) | Begin to understand how others might be feeling (DM 3 & 4 year olds)  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ (DM 3 & 4 year olds)  Talk with others to solve conflict (DM 3 & 4 year olds)  Develop appropriate ways of being assertive (DM 3 & 4 year olds) |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **’Let’s Play Shops’**   * play in a group, extending and elaborating play ideas.   **’Who’s Playing?’**   * initiate play, offering cues to peers to join in.   **’It’s Your Turn’**   * respond to what others do and keep play going. | **’Chatterbox’**   * talk confidently to other children when playing.   **’Where I live’**   * communicate freely about our own home and community.   **’Can You Help?’**   * show confidence in asking adults for help. | **’Fair Shares’**   * take turns and share resources, sometimes with support.   **’The Pantomime?’**  adapt our behaviour to different events, social situations and changes in routine. |
| **Autumn 2** | **Spring 2** | **Summer 2** |
| **’Good Friends’**   * demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.   **’Make Your Choice’**   * select and use activities and resources with help.   **’Odd Jobs’**   * enjoy the responsibility of carrying out small tasks. | **’Well Done!’**   * welcome and value praise for what we have done.   **’A New Baby’**   * be more outgoing towards unfamiliar people. * be more confident in new social situations.   **’Deaf Girl’**   * begin to accept the needs of others. | **’You Smell!’**   * be aware of our own feelings and know that some actions and words can hurt others’ feelings.   **’A Waiting Game’**   * usually be able to tolerate delay when our needs are not immediately met. * understand that our wishes may not always be met. |