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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.
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