

## **Personal, Social and Emotional Development**

<b>Preschool (3-4 yr. olds)</b>	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"><li>• With support, be able to talk about who lives with them at home and special people to them.</li><li>• Begin to make sense of their own life story and family's history.</li></ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"><li>• Know who can help us.</li><li>• Begin to understand why rules are important.</li><li>• Begin to follow rules with less adult intervention.</li></ul> <p><b>Caring relationships</b></p> <ul style="list-style-type: none"><li>• Begin to understand how others might be feeling.</li><li>• Play with one or more other children, extending and elaborating play ideas. With support, talk with others to avoid conflict and find solutions to conflict and rivalries (language use of falling out).</li></ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"><li>• Develop appropriate ways to be assertive.</li><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Continue to develop positive attitudes about the differences between people.</li></ul> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"><li>• Seeks comfort from familiar adult.</li><li>• Beginning to distract themselves when upset.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'.</li><li>• Begin to show more confidence in new social situations.</li><li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li></ul> <p><b>Internet Safety and Harms</b></p> <ul style="list-style-type: none"><li>• Knows that information can be found on computers</li></ul> <p><b>Physical Health and Fitness</b></p> <ul style="list-style-type: none"><li>• Moves freely with pleasure, thinking about the space they have available to them.</li><li>• Can tell adults when tired and need to rest.</li></ul>
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- With support, observes the effects physical exercise has on their bodies.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### **Healthy Eating**

- Can tell adults when they are hungry.
- Adults model healthy eating and has conversations around healthy foods e.g fruit and vegetables.

### **Drugs, alcohol and tobacco**

- Beginning to show awareness of what should and should not be touched.

### **Health and Prevention**

- Show some understanding of what they need to wear when it is hot/cold.
- Able to wash and dry their hands thoroughly and beginning to understand why washing hands is important.
- Be increasingly independent in meeting their own care needs, e.g. using the toilet, brushing their teeth.
- Begin showing healthy choices (with food, exercising etc.).

### **Basic First Aid**

- Role play as 'special people' who help us and have conversations around how they help us with an adult in an age appropriate way.

### **Changing bodies**

- Notice differences about people. Tall/short. Mummy/daddy. Grandparents.
- Understand the key features of the life cycle of an animal (science).

### **Rights and Responsibilities**

- Recognise similarities and differences with adult support.
- Starts to show an interest in others' lives.
- Develop their sense of responsibility and membership of a community.
- Show interest in different occupations (jobs).

### **Environment**

- Notices detailed features of objects in the environment.
- Comments about and ask questions about the world around them.
- Shows care and concern for living things and the environment.

	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Enjoy playing with small world and role play activities e.g shops.</li> </ul>
<p><b>Reception (4-5 yr. olds)</b></p>	<p><b>Families and People who care for me</b></p> <ul style="list-style-type: none"> <li>• Feel confident in being able to talk to someone (teacher) if something about their family makes them feel unhappy or worried and know it is important to do so.</li> <li>• Identify the people who love and care for them in their immediate family.</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>• Know that when they use technology it should be under adult supervision.</li> <li>• Know who they can talk to if they feel unsafe online.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• Know who can help us in different settings (School, home, community) (Zippy's).</li> <li>• Start to see the difference between right and wrong.</li> <li>• Recognise and report feelings of being unsafe or feeling bad with support.</li> </ul> <p><b>Caring Relationships</b></p> <ul style="list-style-type: none"> <li>• Develop strategies to make friends with support.</li> <li>• With support, contribute to the life of the class and school – how to <b>cooperate</b> with others.</li> <li>• With support begin to recognise good solutions when dealing with disagreements (conflict) and bullies (Zippy's).</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• Play regularly involves sharing.</li> <li>• Allowing the children to say what they want to say in a safe and <b>respectful</b> environment (Zippy's).</li> <li>• Support in listening to others and <b>respecting</b> when others are talking (Zippy's).</li> <li>• Recognise that a person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.</li> <li>• With support, recognise the importance of privacy and when things should be shared.</li> <li>• With support, recognise how their behaviour affects other people (Zippy's).</li> </ul>

- With support, listen to other people, and play and work **cooperatively** (Zippy's).

### **Mental Wellbeing**

- Having strategies to cope with death (Zippy's).
- Beginning to show an understanding that change and loss are a part of life (Zippy's).
- With support, children have the ability to communicate their feelings (Zippy's).
- With support, recognise feeling sad – feeling happy (Zippy's).
- With support, recognise feeling angry or annoyed and how to deal with this (Zippy's).
- Given strategies to adapt to new situations (Zippy's) to allow them to show resilience and **perseverance**.
- With support, recognise feeling nervous and how to deal with this (Zippy's).
- With support, recognise feeling jealous and how to deal with this (Zippy's).
- With support, identify what they are good at and their likes and dislikes (Zippy's).
- Know different ways to play and the importance of having a break from TV/Tablets.
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong, with adult support (Zippy's).
- See themselves as a valuable individual.

### **Internet Safety and Harms**

- Basic rules to keep safe online and what they should and should not be using.

### **Physical Health and Fitness**

- That being physical is good for them.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- 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).
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

### **Healthy Eating**

- With support, know how to make simple choices to improve their health and wellbeing (Zippy's).
- With support, recognise healthy food and the risks of eating too much sugar.

### **Drugs, alcohol and tobacco**

- Show an awareness of what is safe and unsafe.

### **Health and Prevention**

- How do we stay safe in the sun?
- Who helps us stay healthy?
- Basic information on how diseases spread and how they can be controlled.
- With support know the rules for, and ways of keeping safe, including basic road safety (Zippy's).
- Know how to keep themselves clean (including tooth care) and the importance of going to the dentist.
- Know different ways to relax and rest.
- Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly

### **Basic First Aid**

- How to contact those 'special people' when they need their help – including dialling 999.
- Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them (Zippys).

### **Changing body**

- Name the main parts of the body linking to the senses (Science).
- Know the scientific names of the body to be able to successfully share information should they need to (Science).

### **Rights and responsibilities**

- With support, set simple goals (Zippy's).
- With support, recognise differences in others and themselves (Zippy's).
- To take part in discussions with one other person and the whole class, with an adult present to support (Zippy's).
- Know that some places are special to different people within the community.

### **Environment**

- Look at the similarities and differences in the environment.
- Talk about why different things happen.

### **Money**

- Recognise that sometimes people may not always be able to have they things they want.

