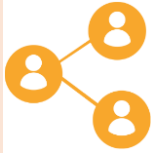







PSED



Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. Children's early PSED has a huge impact on their later well-being, learning achievement and economic success too.

British Values	Mutual respect	Mutual Tolerance	Individual liberty	Rule of law	Democracy	Recap all British Values
	<p>We are all unique- celebrating birthdays, differences</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated: Christianity, birth ceremonies, How do you celebrate?</p>	<p>We respect differences between different people and their beliefs in our community, in this country and all around the world. Explore Art dance and music from around the world</p> <p>All cultures are learned, respected, and celebrated: Diwali, St Nicholas Day, Christmas</p>	<p>We all have the right to have our own views: charter review</p> <p>We are all respected as individuals. Elmer topic: celebrating differences</p> <p>We feel safe to have a go at new activities. Circle times: staying safe</p> <p>We understand and celebrate the fact that everyone is different: Elmer, exploring differences and similarities</p>	<p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions. Circle time and managing feelings</p> <p>We must work together as a team when it is necessary. Games in PE, circle time</p>	<p>We all have the right to be listened to. Circle time,</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain</p> <p>valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

Daily opportunities for British values	<h3>Physical Development</h3> <p>Use our bodies to express ourselves. Movement and dance. Look at how movement and dance is important in our culture and in others. Encourage team spirit with team sports and activity. Play sports from around the world. Show and be proud of your physical abilities. Anything from crafting to sports. Dance to gymnastics. Look at how people with Disabilities participate in sport and the achievements they make. Use the rules in sports to show how rules and laws make things safe and fair. Set physical challenges for ourselves and celebrate with pride when we achieve them.</p>		<h3>Personal, Social and Emotional</h3> <p>Listen to each other and celebrate our uniqueness and skills. Share our experiences and learning with others and learn from their experiences and knowledge. Have pride in our achievements and praise others for theirs. Learn about different cultures and religions. Lifestyles and communities. Challenge stereotypes and discrimination. Make rules for the setting together and support understanding as to why we need laws and rules. To know right from wrong. Work on emotions and feelings, sharing, turn taking.</p>		<h3>Communication and Language</h3> <p>See PSED Use positive language and communication about all cultures, abilities and genders. Encourage group discussions about choices and maybe vote on things. Such as what book to read at story time. Understand manners, politeness, how to be kind and fair. Be a part of your community. Join in with local activities, support fundraising and help make a difference. Use visual and vocal tools to share rules and expectations of behaviour. Celebrate our Birthdays! Ensure all children have a voice and are heard!</p>	
	<p>Have books in your setting that show positive images of genders, abilities and cultures. Look at books in different languages. Familiar books such as the Gruffalo that the children will recognise even if the language it is read in is new to them. Have traditional stories from around the world in different formats. Books, audio and DVD. Learn about your own heritage and history. Look at how different countries write. How words are formed and the direction that they are read.</p> <h3>Literacy</h3>		<p>Play number games from around the world. Celebrate our Birthdays and age. The numbers that are important to us in our lives. Our house number of the number of people in our family. Look at our currency and the currency of other parts of the world.</p> <h3>Mathematics</h3>		<p>Share your artistic skills and look at artists from around the world. Look at arts, dance and music and how it forms part of every day lives for the people in the world. In our religions and our traditions. Add multicultural items to our role play areas so that children experience different ways of cooking, eating and dressing. Provide role play items that will appeal to both genders. Primary colours.</p> <h3>Expressive Art and Design</h3>	
		 <p><i>Considering British Values in every day practice.</i></p>		<p>Learn about different cultures through mini topics, celebrations and festivals. Use the internet to view footage of how others live. Homes and jobs in other countries. Celebrate our own culture and heritage. Learn about our history as well as world history. Celebrate our natural world and how we can look after it. Look at the world using a globe or atlas and see how we all provide things that are shipped around the world and used by other countries. Where do our food and clothes come from for example. We all need each other.</p> <h3>Understanding the world</h3>		
Rights Respecting	<p>Creating class charters Rights respecting stamps and cards</p> <p>right to clean water using the bathroom, washing hands</p> <p>right to be safe: tidying up routines</p>	<p>10th Human Rights Day revisit rights</p> <p>the right to know my rights: Rights respecting assemblies</p> <p>right to practise my religion: Diwali, Hannukah, Christmas,</p>	<p>right to practise my religion: Chinese new year, world religion day</p> <p>right to celebrate the customs of my family: valentines day, pancake day, new year</p>	<p>right to practise my religion: Easter, Holi,</p> <p>right to celebrate the customs of my family: Mother's day</p> <p>right to education world book day: what is your favourite book?</p>	<p>right to practise my religion: Eid</p> <p>best possible healthcare: when I'm unwell, people who help us, doctors, dentists and hospitals</p> <p>right to be safe: being safe at school, safety at home,</p>	<p>right to practise my religion: Eid</p> <p>right to celebrate the customs of my family: fathers day</p> <p>right to be safe sun safety, car safety, crossing the road,</p>

	<p>I have the right to a name -introducing myself</p> <p>I have the right to choose friends: world peace day</p> <p>right to practise my customs- how are birthdays celebrated?</p> <p>right to food- how is bread made/ farming</p> <p>right to practise my religion: Harvest</p>	<p>St Nicholas day, Thanksgiving</p> <p>right to celebrate the customs of my family: Bonfire night, how do you celebrate?</p> <p>Right to best possible health: sleep,</p>	<p>right to be safe how do we stay safe at school?</p> <p>know how to be safe online: safer internet day RR link: the right to be safe</p>	<p>right to clean water 22nd- world water day</p>	<p>people who help us in the community and at school</p> <p>adequate standard of living: houses and homes topic, litter</p> <p>right to food: food topic</p>	<p>people who help us, swim safety, what to do in an emergency</p>
<p>Rights Respecting Daily opportunities</p>	<p>Right to play- continuous provision</p> <p>Right to be safe- tidying up, lining up, fire drill, safety with tools and scissors, kind hands, behaviour policy,</p> <p>Right to education- talking about attendance, timekeeping,</p> <p>Right to information- book corner, knowledge and understanding table, iPads, computer</p> <p>Right to a name- named trays, peg labels, book labels</p> <p>Right to have a say- circle time, class discussion,</p> <p>Right to practise religion- teaching festivals, Christmas and Eid parties and celebrations</p> <p>Right to best healthcare- fresh water available, daily snack, talking about healthy foods, hand hygiene, encouraging healthy choices at lunch,</p> <p>Respect for children’s talents- celebration assemblies, daily recognition and praise for efforts</p> <p>Respect for children’s customs- celebrating special days- pancake day, mothers and Father’s Day</p> <p>Respect for the environment- world water day, world environment day, recycling, litter,</p> <p>Cultural and artistic activities- festivals, celebrating special events, work on artists, music session, links to musicians</p> <p>Right to know their rights- adults as rights bearers,</p>					
<p>PSED</p>  <p>Development matters and</p>	<p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective of others. • Manage their own needs – personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: 					

<p>Early Learning Goals</p>	<ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian <p>Early Learning Goals <u>Self-Regulation</u> –</p> <ul style="list-style-type: none"> 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. <u>Managing Self</u> 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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;. <p>Show sensitivity to their own and to others' needs.</p>					
<p>PSED</p>  <p>Knowledge and Skills</p>	<p>I am beginning to manage change: Introducing teachers, getting to know you, settling in activities, follow rules and routines</p> <p>I know how to be polite: Manners</p> <p>I know how to manage my self care and personal hygiene: using the bathroom, washing hands making lunch choices,</p> <p>know how to listen to others.I know how to follow a simple instruction.carpet rules</p> <p>I know how to be responsible: looking after books, using the online book platform, hanging up</p>	<p>I know how to stay safe: How do we stay safe around fire?</p> <p>I know how to be a good friend: Tolerance Day:How do we show kindness to others?</p> <p>I know how to manage my self care and personal hygiene: bedtime routines, dressing for the weather</p> <p>I know how to express how I feel feeling excited ,nervous, tired</p>	<p>I know ways in which I am the same and different to others How are we the same? How are we different? Elmer story</p> <p>I can work with others: where do I belong? working as a team</p> <p>I know how to stay safe: how do we stay self at school?</p> <p>I know how to be a good friend: How can we share?</p> <p>I can make personal goals and work towards them goals- what would you like to do?</p>	<p>I know how to be polite: manners</p> <p>I know how to be a good friend: taking turns</p> <p>I am learning to manage my feelings when I'm sad...when I'm cross...when I'm worried...</p>	<p>I know how to stay safe being safe at school, safety at home</p> <p>I know how to be responsible: recycling, Don't drop litter: litterbug Doug</p> <p>I know how to manage my self care and personal hygiene: brushing teeth, name some of the food groups. know it is important to eat healthy foods</p> <p>I know how to stay safe: people who help us, role play an emergency</p> <p>I know how to express how I feel when I'm unwell</p>	<p>I can work with others: Sports day – taking part, working as a team.</p> <p>I know how to manage my self care and personal hygiene sun safety and dressing for the weather, health, fitness</p> <p>memories and reflections</p> <p>I know how to stay safe coastguards, lifeguards and swim safety, what to do in an emergency, car safety, crossing the road</p> <p>I can make personal goals and work towards them: when I grow up</p>

	<p>my coat, tidying up, being responsible for my things</p> <p>I know how to be a good friend: How to make friends/ being friendly</p> <p>I know how to express how I feel feeling happy, sad, surprised, worried , angry, scared sharing</p>		<p>I know how to express how I feel Feeling frustrated jealous, lonely, feeling love</p>			<p>I can manage change: transition to year 1: what will be the same? What will be different?</p>
<p>Whole Class PSED goals</p> 	<p>I can separate from my carer</p> <p>I can hang up my coat</p>	<p>I can put on my own coat</p> <p>I can choose what I would like for dinner and tell an adult</p>	<p>I can use greetings</p> <p>I can zip up my own coat</p>	<p>I can introduce myself to others</p> <p>I can use manners</p>	<p>I can use a fork, and knife to cut soft foods</p>	<p>I can say how I'm feeling</p>
<p>PSED</p>  <p>Daily opportunities</p>	<ul style="list-style-type: none"> • Circle time sessions • Listening games • Talking partners • Playground buddies • Teach playground games during continuous provision • Share stories daily and talk about what has happened and why / moral / what does that mean for us? • Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. • Promoting Confidence & Belonging: <i>Peg labels, birthdays, Displaying children's work, Celebration assemblies, RR stamps Rights Respecting Charters, Welcoming children, Celebrating festivals: valuing difference</i> • Promoting Independence <i>Self registration , Travel Tracker, Self care, Access to resources, Choice over where, when, how they work, Child Initiated provision, Dashboards: Looking after belongings,</i> • Promoting Responsibility <i>Caring for our classroom and resources, Giving tasks- collecting milk, fruit, Tidying up</i> • Role of the adult <i>Warm, caring, sensitive, responsive, welcoming, reassuring, Build positive relationships, Familiar and consistent, Model positive behaviours, Matching tasks to children's Development</i> <i>Help children feel valued, Provide boundaries and routines, Treat children as individuals, Support transitions, Nurture relationships</i> • Promoting Health and Safety <i>Dashboards: dental care, health care, personal hygiene, road safety week, exercise, toileting, Growing edible food, healthy eating, hand washing, staying hydrated, getting ill, going to the doctor, why bedtime matters, going to the dentist, being safe at school, being safe at home, Sun safety, water safety, Encourage healthy lunch choices, Encourage walking- travel tracker, Class rules</i> • Promoting Self Regulation <i>Rights Respecting ethos, Social stories, stories and songs about feelings and morals, behaviour Policy - reflection and problem solving, Incidental teaching, Praise, rights respecting stamps</i> <i>Calm down kits and quiet areas, Yoga and meditation teaching</i> • Parent Partnership <i>Share insights, Share achievements ,Seek and exchange information, Support, advice and resources for toilet training</i> • Environment <i>class rules using widget, feelings posters, Displaying children's work, Every child's work displayed</i> • Continuous Provision: Games- <i>turn taking, sharing</i> Role play- <i>working together</i> Construction- <i>problem solving, taking turns</i> Den building- <i>cooperation</i> Climbing frame- <i>taking risks</i> Music/ art area- <i>capturing mood</i> 					

	<i>Home Corner- reflects family life</i>
PSED  vocabulary	<ul style="list-style-type: none">• Feelings – happy, sad, angry, upset, hurt, worried, scared.• Rules, behaviour, listen, share, friend, turn• Healthy, unhealthy