**Curriculum Plan**

**PSED**

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| **CURRICULUM PLAN: PSED** | |
| **INTENT**  For children to be able to play co-operatively and take on board other people’s ideas and implement them in their own personal development. They are able to form positive and healthy relationships with others showing sensitivity to their needs. For children to share their ideas and implement them, asking for help and support when needed. They are able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others. | |
| **2-3 year olds will be learning to** | **3-4 year olds will be learning to:** |
| **Understanding Emotions:**   * Seek comfort from known adults * Express a range of emotions * Talk about emotions * Take turns * Show an awareness of how others are feeling   **Self-regulation:**   * Use family photos and family books to discuss familiar adults and special people. * Separate from carer with support * Follow the nursery routines * Use gestures to make feelings known * Begin to recognise their physical needs e.g. toileting * Ask for support using gestures, facial expressions and words * Access the environment and build independent skills   **Building relationships:**   * Explore the environment and interact with others * Make bonds with key workers * Separate from their close carers with confidence * Show empathy by offering comfort to others * Learn to enjoy playing alone * Develop an interest for playing with others * Assert own ideas and preferences | **Understanding Emotions:**   * Build relationships with special people * To talk about how they are feeling and recognise different emotions * Respond to the feelings of others * Show concern and offer comfort to their peers * Recognise that some actions can hurt or harm others * Develop self-control   **Self-regulation:**   * Develop relationships with other children * Play alongside others and develop skills to play with more than one child * Learn similarities and differences * Follow routines and learn boundaries * Talk about own feelings and others around them * Understand different behaviours * Understand consequences * Meet their personal needs independently * Confident to explore and take risks in the setting * Know about different cultures and traditions   **Building relationships:**   * Build relationships with special people * Show some understanding that other people have perspectives, ideas and needs that are different to theirs * Show empathy and concern for others and help with solutions * Seek out others to share experiences with – adults and friends * Make special friends within the setting |

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|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Understanding Emotions | Key Knowledge and Skills   * Shows emotions in the setting relying on support from adults to regulate these * Can find a familiar adult to seek comfort and support from in the setting when needed * Can express a range of emotions and can name some: happy, sad   Key Activities   * Routines and timetable offer boundaries and consistency to help develop settling in and building up relationships with familiar adults to build up trust. * Ensuring duplicate resources of popular items to reduce conflict e.g. ride on toys. * Play partnering/staying close alongside children to support and offer emotional support and reassurance after an emotional collapse. * Use of visual timetable, Makaton symbols, signing, non-verbal means of communication to help understanding and naming of emotions such as tiredness, hunger, frustration etc. * Use of repetitive songs/nursery rhymes, props, instruments, board books to help develop language and simple concepts related to emotions, e.g. “If you’re happy and you know it” * Offer a quiet, calm area – link to environments.   Key Vocabulary  Happy, sad, angry, scared  Good waiting, good sharing  Signing of key vocab – thumbs up | Key Knowledge and Skills   * Label and name emotions and begin to talk about these e.g scared, frustrated * Starts to talk about how they feel “I’m sad because…” * Begin to show an awareness of how others’ are feeling and ask questions about this. e.g “why you sad?”   Key Activities   * Planned Story/activity time sessions with props to name and label emotions and feelings e.g. mirrors, puppets. * Use routines of the day to talk about emotions. * Use of visual timetable/Makaton symbols to support emotion language development and reinforce appropriate behaviours. * Story books/Action songs/Nursery Rhymes to help develop expression and naming of feelings e.g.: Little Miss Muffet, We’re going on a bear hunt. * Co-regulation by practitioners to help children develop self-regulation and appropriate ways of expressing their emotions. * Develop a listening culture and atmosphere which is calm and caring – calm, quiet area.   Key Vocabulary  Happy, sad, angry, cross, tired, hungry, lonely, scared, shocked, frustrated, excited, challenged, calm.  “I’m feeling happy because…”  “My turn next?”  “Good waiting, good sharing.” | Key Knowledge and Skills   * Begin to label and name a greater range of emotions e.g. shy, embarrassed, left out * Begin to understand emotions and talk about these in more elaborate ways. * Begin to empathise with their peers showing some care * Talk about their own and others’ feelings * Can support their peers when following instructions.   Key Activities   * Well Being Time/begin circle times – Talking about emotions learning to self-regulate behavior. * Emotions bingo game * Emotion stories and books that discuss emotions available during free flow as well as teacher-directed times. * Use of props e.g. persona dolls, puppets, Tucker the Turtle. * Drama/Dance/Singing based activities e.g. acting out a story or emotion – e.g. Hairy Scary Castle/ A Dark Tale, Little Rabbit Foo Foo. * Conflict Resolution training – facilitated and supported throughout the day – learning to respect each other. * Children use and apply their knowledge of the visual timetable and routines of the day to self-soothe and help their peers. * Paired Talking – learning to listen to each other. * Practicing talking to each other to express a feeling and solve a problem. * Emotion coaching for all children when needed throughout the day – practitioners’ knowing children well.   Key Vocabulary  “When I’m feeling sad I can…”  “I can see you’re feeling cross or angry can we talk about it”  Language for negotiation “We need to solve our problem…”  “Can I have a turn after you please?”  “I can play with the trains while I’m waiting for a turn with…”  “The right thing to do” |
| Self- Regulation | Key Knowledge and Skills   * Have an awareness of themselves. * Know their own name * Begin to show some preferences e.g: beginning to play alone. * Begin to understand that actions have consequences * Can start to follow a routine e.g., hang coat up, wash hands. * Know they have a family * Showing awareness of toileting needs e.g point to nappy or toilets * Can follow daily routine using visual prompts * Can share some of own needs e.g. thirsty, cold   Key Activities   * Mirrors, looking at each other. * Family books. * Self-registering, lollipop stick with faces on. * Pointing to body parts in mirror, on the dolls. * Singing head shoulder, knees and toes. * Introduce toilet at nappy times, sitting on the toilet, showing them how to pull trousers up and down etc. * Exploring the environment inside and out. * Responding to their gestures, facial expressions * Taking turns for snack, bikes etc.   Key Vocabulary  Name, family names e.g. mommy daddy.  Basic objects e.g. cup, body parts, able to voice a choice e.g. inside outside.  Language around physical needs, e.g. toileting, wet, soiled, hungry, thirsty.  Me, mine, my | Key Knowledge and Skills   * Interested in themselves as well as others. * Can share reasons why they feel happy – one word * Can share and take turns with adult support, showing greater effort, impulse control and can consider others’ needs i.e. giving up a toy or grabbing what they want – adult helps co-regulate emotions. * Can understand their actions have consequences and is starting to realise this may not be what they want * Can seek ways to challenge themselves * Can share personal preferences * Can follow routines in their setting * Can look after their personal needs e.g know when they are thirsty and can get a drink. Can say if they are too hot or too cold.   Key Activities   * Enabling them to make choices, using physical objects, prompt cards. * Providing the opportunities to take risks, offering challenges, e.g workbench, knowing to use safety googles to keep safe. * Giving them simple tasks, e.g can you get milk, fruit for a snack. * Introducing different cultures, what’s important to them and others, being aware of other celebrations. * Group games to encourage turn taking, routine of the day. * Following rules with visual clues e.g pictures of wearing a hat in the sand pit.   Key Vocabulary  Putting words into small sentences using I, my, he, she. Asking for things to meet their own needs, e.g. snack.  Introducing names of different areas in the environment. Now and next, first, then, yours, mine | Key Knowledge and Skills   * Understand and are able to wait to develop their own self-regulation. * Can share and take turns with less adult intervention * Can wait their turn and understand why * Be able to use some strategies and reasoning to control their emotions. * Talk about their own and others’ feelings and behaviour and its consequences. * May begin to support their peers developing a sense of responsibility and being a member of a community. * Independently understand their own physical needs e.g. when hungry, need toilet etc. and can meet those needs without adult support * Can learn about different cultures and religions and apply to their own lives * Is a good role model   Key Activities   * Resources to reflect different cultures, celebrations e.g Diwali, Eid, Christmas, birthdays. * Accessible resources to access independently. * Circle times to regulate behavior - learning to sit for longer periods of time, learning to listen to instructions that matter to them. * Independently washing up bowls, hanging up coats, taking care of their environment. * Using challenge cards, also being able to come up with their own ideas to challenge themselves. * Understanding the need for rules, explaining why we need rules * Discussions about being a good role-model and developing the understanding that they can help their peers to achieve this too.   Key Vocabulary  How, what, why, when.  Introducing new vocab around culture.  Using the language of negotiation and collaboration calmly and confidently e.g. “We can all be superheroes”  Using language to empathise “Would you like some help?” |
| Building Relationships | Key Knowledge and Skills   * Can seek comfort from familiar adults * Enjoys watching others play and shows they are interested * Can play alongside others and show interest in their play * Forms relationships with key adults * Can begin to show empathy for others by their actions e.g. give them a hug if they are crying   Key Activities   * Sharing simple games/nursery rhymes/bucket time, getting to know you/learning names activities at key worker group times. * Adult spending time modelling positive relationships. * Staff having knowledge of preferred activities * Activities where children observe actions of others. * Outdoor play to enable play together without competition for space. * Displaying photographs of staff and own family   Key Vocabulary  Names of children/key worker name  My turn, your turn  Mine, yours | Key Knowledge and Skills   * Can build tolerance for playing alongside others * Imitates others’ actions in play * Can show concern for others when they may be upset or angry * Can start to be involved in shared play * Beginning to show awareness of similarities and differences between themselves and others * Beginning to acknowledge the feelings of others and their needs and wants * Can reference simple feelings when involved in role play   Key Activities   * Small group games to model turn taking. * Role play/home corner etc * Paired play - games where children choose a partner (e.g for nursery rhyme actions – e.g row, row, row your boat) * Name games * Resources to promote co-operative play   Key Vocabulary  Share  appropriate actions and responses  Friend  His turn, her turn, using names to label turns  Good waiting/sharing - praising positive response  Labelling how to resolve conflict e.g “I’m going to…” | Key Knowledge and Skills   * Starts to form a relationship with a peer and actively seeks them out * Starts to find shared interests * Can seek out others for companionship and to share play ideas * Using their own personal experiences to guide and shape their own social relationships and interactions. * Are aware of what their unique abilities are and are developing an understanding of others e.g: gender, religion etc., * Develop ability to play alone independently. * Can decide how to solve a conflict * Can talk about what a good friend might do * Can empathise with peers and attempt to find a solution * Can approach unfamiliar people and initiate conversation e.g. who are you? * Can recognise the impact of their behaviour – e.g. smiling at someone, not waiting their turn   Key Activities   * Larger groups to support children’s ability to take turns etc * Open – ended resources – ‘real’ items * Social activities to promote language and communication – e.g at snack time sat at a table to practice social skills * Well-being activities   Key Vocabulary  Teamwork  (collective identity)  “I can see you’re sad because…”  Language to teach conflict resolution – asking questions “how do you feel?” “what do you think you should do now?” “Why does X feel like that?” |

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| **Impact** | | |
| When children leave our 2 year old room:  **Managing Emotions:**  They will be able to find ways to calm themselves down with adult support and feel strong enough to express a range of emotions.  **Self-Regulation:**  They will be able to have a sense of who they are and be able to identify special people in their lives. They will be able to separate and explore the setting with some support from a familiar adult.  **Building Relationships:**  When a child leaves our two year old group they will be able to play independently from adults, alongside other children engaged in similar things and use their familiar adult as a base for further exploration. | When children turn from age 3 to 4 years:  **Managing Emotions:**  They will increasingly be able to talk about and manage their own emotions. They will be able to recognise some emotions and use single words to express how they feel.  **Self-Regulation:**  They will be able to identify their personal needs with some adult support and explore and challenge themselves in the environment. They will be forming friendships and be aware of others around them.  **Building relationships:**  They will be able to play with other children who are engaged in similar activities, sometimes with support from familiar adults. They will be beginning to identify simple emotions in others and will be able to practice some impulse control and identify problems to adults. | When children leave our nursery at age 4:  **Managing Emotions:**  They will talk about their feelings using words like “happy”, “sad”, “angry” or “worried” and begin to elaborate e.g. “I’m feeling sad because…”.  They will begin to understand how others might be feeling and show empathy towards them.  **Self-Regulation:**  They will be able to meet their own personal needs independently. They will be able to follow nursery routines and boundaries and have a wider understanding of other cultures and their wider community.  **Building Relationships:**  They will have formed friendships with other children who share similar interests, whom they seek out regularly for play. They will be beginning to be able to resolve conflicts themselves and negotiate with others during play. |