

## Personal, Social and Emotional Development Sequencing

### Intent

Our Intent throughout Early Years is to support children and to guide them on their way to being independent individuals who flourish, and learn; self regulation, self care and the ability to build positive, secure relationships. We provide our children with many opportunities to fulfill the Cogan Learning Goal so that they are prepared with the necessary skills, independence and resilience to access Year1. All pupils have a weekly JigSaw PSHE lesson and aspects of this learning is discussed and shared throughout the day. A daily check in allows children to express feelings Our intent is that our PSHE curriculum will contribute to providing personal development for all pupils to enable them to achieve their full potential and leave our school prepared for the demands of society in their future

### Substantive Knowledge

Substantive knowledge in PSHE: Children have a weekly PHSE lesson and the discussions and learning is recorded in floorbooks. The Jigsaw scheme includes the following units:

Being me in my world Includes understanding my place in the class, school and global community as well as devising Learning Charters.

Celebrating difference includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Dreams and goals includes goal-setting, aspirations for yourself and the world and working together.

Healthy me includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Relationships includes understanding friendship, family and other relationships, conflict resolution and communication skills. This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Alongside this, children's personal, social and emotional development is embedded in their learning throughout their day, including learning how to make friends, solve conflict, manage difficult feelings and develop empathy with others.

### Disciplinary Knowledge

This is the application and understanding of the facts and knowledge from the JigSaw curriculum, so that pupils can apply these to their own lives. They promote their personal development, character and resilience within school.

Each PSHE lesson is underpinned by the following 6 disciplinary knowledge concepts:

**Connect us** - Developing the ability to take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. Children are encouraged to build positive relationships and take part in collaborative learning.

**Calm me** - Children gain awareness of the activity in their minds, relaxing them and quieting their thoughts and emotions to a place of optimum learning capacity.

**Open my mind** - Developing the ability to filter the many stimuli entering the child's mind at any given time. The aim here is to improve concentration and learning by filtering out activity around them.

**Tell me or show me** - Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.

**Let me learn** - Developing children's ability to manipulate, use and play with new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning

**Help me Reflect** - children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

## Nursery

Personal, social and emotional development is facilitated through almost every aspect of the Early Years curriculum; from choosing where to play to taking part and accepting decisions and school rules. Throughout Early Years Nursery and Reception children take part in weekly celebration assemblies and PSHE Jigsaw sessions that have a focus on personal development, building Christian and British Values and supporting children to achieve the Cogan Learning Goal, which prepares them for Year 1 and beyond.

Children leave Nursery ready to expand their personal development further in Reception. They start to recognise feelings that they have and begin to talk about these feelings with adults and peers. They know the rules that are in place in the setting and

start to know why they need to follow them. Children are valued and know that their opinion counts so they are able to be appropriately assertive and share ideas of what they would like to do and achieve. With some support children are able to achieve simple goals within play situations but also relating to self-care needs and healthy choices. Children know that adults in the setting are there to keep them safe and build trust. Children know how to play with others, understanding some ways to be a good friend and begin to use speaking as a tool to engage and extend play.

**Self Regulation; Managing Self; Building Relationships**

Know how to act responsibly in some situations such as walks in the local community and Nursery expectations.

Know that they need to listen to familiar adults in some situations to keep safe  
Knows appropriate ways of being assertive.

Knows what the rules are and how to follow the rules if the Nursery and begins to realise why they are there

Knows how to talk about feelings – happy, sad, tired ect.

Can help themselves stay calm in difficult situations

Builds confidence in new situations.

Knows how to select resources and activities with support to achieve goals; work hard to achieve dreams and goals

Knows how to be more self sufficient with care needs and makes some healthy choices including staying physically active

Build trust with adults in Nursery; know how to ask trusted adults for help

Knows that they need to brush teeth to keep them healthy.

Children know that the internet is not always safe and appropriate

Knows how to act and become more outgoing with unfamiliar people

Knows how to play and extend play with one or more individuals; work well in small groups; know how to be a good friend

Begins to know how to find solutions to conflicts; know how to give and receive compliments

Starts to understand how others may be feeling; know everyone is different

Knows speaking can solve conflicts; try to use kind words

Help others achieve their goals

**Reception**

Personal, social and emotional development is facilitated through almost every aspect of the Early Years curriculum; from choosing where to play to taking part and accepting decisions and school rules. Throughout Early Years Nursery and Reception

children take part in weekly celebration assemblies and PSHE Jigsaw sessions that have a focus on personal development, building Christian and British Values and supporting children to achieve the Cogan Learning Goal, which prepares them for Year 1 and beyond.

Reception start every day with a check in, so that children can talk about their feelings and develop empathy for others. Children in Reception build on skills learnt in Nursery and understand not only the feelings that they have themselves in some situations but also the feelings of others around them. They become more adaptive to a range of situations and they begin to regulate behaviour further according to these. Children become independent with managing their own personal hygiene needs. They develop the knowledge needed to understand why healthy choices are important and they start to feel empowered to make those choices. They become more confident in new situations and are keen to have a go! They develop a sense of responsibility and begin to understand further how they can keep themselves safe in a range of situations. Children in Reception build on relationships with adults and peers and know the importance of speaking, rule following and turn taking; showing respect as they play and work.

**Self regulation; managing self; Building relationships**

Knows that they are a valued individual and understands some things that make them unique; knows some things that are special about themselves  
 Knows how to say how they are feeling and consider the feelings of others  
 Knows how to regulate and express their feelings and behaviour accordingly to the situation most of the time.  
 Knows what they want to achieve in some areas of their lives and is aiming for some goals.  
 Knows how to control immediate impulses when appropriate; knows ways of standing up for self appropriately; can use JigSaw's 'Calm me' if needed

Knows how to manage own personal hygiene needs.  
 Knows about some factors that can support their health and wellbeing; regular physical activity - healthy eating – tooth brushing  
 Know the names and functions of some parts of the body  
 Know that we grow from baby to adult sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.  
 Is confident to try new activities and will show independence, resilience and perseverance in the face of challenge.  
 Knows the reasons for rules, know right

Knows what a family is  
 Knows how to be constructive and respectful to build relationships with others; know some qualities of positive friendship and why friends are important  
 Knows how to work and play cooperatively and take turns with others; know people can be good at different things;  
 Forms positive attachments to adults and friendships with peers.  
 Knows how to show sensitivity to their own and to others' needs  
 Knows that friends sometimes fall out and some ways to repair this

<p>Know sharing a worry can help us feel better</p>	<p>from wrong and try to behave accordingly. Know that they can talk to adults in school. Knows that they need to brush teeth twice a day and understands why. Know how to keep themselves safe Children know that the internet is not always safe and that they should have adult supervision.</p>	
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