



PSHE-PSED Long Term Overview

	Pupils will learn to...
Birth to 3	<p>To find ways of managing transitions, for example from their parent to their key person.</p> <p>To thrive as they develop self-assurance.</p> <p>To play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>To feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>To feel strong enough to express a range of emotions.</p> <p>To grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>To begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>To be increasingly able to talk about and manage their emotions</p> <p>To notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>To develop friendships with other children.</p> <p>To safely explore emotions beyond their normal range through play and stories.</p> <p>To talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>



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3-4 Years olds	<p>To 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.</p> <p>To develop their sense of responsibility and membership of a community</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To show more confidence in new social situations.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>To increasingly follow rules, understanding why they are important.</p> <p>To remember rules without needing an adult to remind them</p> <p>To develop appropriate ways of being assertive.</p> <p>To talk with others to solve conflicts.</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To understand gradually how others might be feeling.</p>
Reception	<p>To see themselves as a valuable individual.</p> <p>To build constructive and respectful relationships.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>To manage their own needs.</p>
ELG	
Self-regulation	<p>Children at the expected level of development will: - 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.</p>



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Managing Self	Children at the expected level of development will: - 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.
Building Relationships	Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.