





The LIFE Colchester Hub Primary Curriculum for Personal Social and Emotional Development







Subject Intent

Within our Colchester Hub, we believe every child must be provided with the opportunity to develop personally and socially, thus enabling them to live safely and happily and harmoniously in the modern world. Our values of courageous optimism and heartfelt compassion are at the heart of this curriculum strand, as is the EYFS principle of the unique child.

Through our curriculum, our schools' environments and the different ethos' of our schools, we promote pupils' self-esteem and emotional well-being, guiding and coaching them through difficulties and disagreements and promoting an independent and resilient approach to challenge. Through the teaching of PSHE and RSE, our children will form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the local community. Staff in our settings not only strive to treat the child as an individual, but also actively teach children about the beauty and importance of their uniqueness. We believe that every child has a knowledge or skill through which they can shine and each child is supported in finding their own strengths and talents throughout the year. This information is also used by staff when taking account of the children's interest when planning. As the year progresses and the children acquire new knowledge and skills, they are encouraged to recognise their newfound strengths and broaden their perception of their areas of expertise.

PSED									
Aspect	Key Knowledge Vocabulary	Skills Progression					Early Learning Goal	National Curriculum	Rationale
		 3 and 4 Year olds	 Children in Reception						
Self Regulation	<p>That our own actions affect others</p> <p>That we have lots of different feelings and that they are all important</p> <p>That there are things we can do to manage our feelings</p> <p>Happy, sad, angry, worried, feelings</p>	<p>Responds to the feelings of others, showing concern and offering comfort</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something</p>	<p>More able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p>	<p>Understand gradually how others might be feeling</p>	<p>Think about the perspectives of others</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p> <p>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 (ELG)</p>	<p>In school and in wider society children can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Learning about emotions and understanding rules and behaviours from an early age helps to build better relationships.</p> <p>Being aware of our emotions can help us to talk about feelings more clearly, avoid or resolve conflicts better, and move past difficult feelings more easily.</p>	
		<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Demonstrate focussing attention: Can focus on one thing at a time can shift own attention from one thing to another</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Begin to demonstrate two channelled attention (can listen and do for a short span of time)</p>	<p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>Demonstrates two channelled attention for longer periods of time.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can demonstrate integrated attention (two channelled attention is well established across different situations and with different people)</p>				

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Building Relationships	<p>That sometimes we need to let other people have a turn</p> <p>That sometimes we have to be flexible so that everybody can be a happy</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours For example, accepting that not everyone can be Spider-Man in the game,</p>	<p>Build constructive and respectful relationships.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves,</p>	<p>Forms positive attachments to adults and friendships to peers (ELG)</p> <p>Work and play cooperatively and take turns with others (ELG)</p> <p>Shows sensitivity to their needs and the needs of others (ELG)</p>	<p>Knows how important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<p>Understanding what makes a good friend fits in with our school values, children will become well rounded, confident individuals</p>	

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Managing Self	<p>That's exist to keep us happy and safe.</p> <p>That we are have different strengths and this is what makes us special and unique</p> <p>That 'practise makes progress'</p> <p>That we need to eat a range of healthy foods, exercise and get a good night's sleep to stay healthy.</p>	<p>Understands the importance of rules</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations.</p> <p>Makes some healthy choices</p> <p>Can use the toilet independently with some reminders/support</p>	<p>Follows rules without prompting from an adult</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Shows increasing independence with activities</p> <p>Shows an understanding of some of the ways we can be healthy</p> <p>Can use the toilet independently</p>	<p>Knows right from wrong and can behave accordingly</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Independently selects resources they need to achieve a particular goal. Show perseverance</p> <p>Can talk about some of the ways we can stay healthy</p> <p>Can use the toilet independently and remember to wash hands</p>	<p>Talk about right and wrong Explain the reason for rules</p> <p>See themselves as a valuable individual</p> <p>Shows independence, perseverance and resilience when working towards a goal.</p> <p>Can talk about their own healthy choices around food choices, sleep, and exercise. Can manage all personal hygiene independently (eg dressing/undressing toileting, blowing nose, washing hands)</p>	<p>Explain reasons for rules, now right from wrong and behave accordingly (ELG)</p> <p>Be confident to try new activities and show independence perseverance and resilience in the face of challenge (ELG)</p> <p>Manage own personal hygiene including dressing, going to the toilet and making healthy food choices (ELG)</p>	<p>Understands the importance of self-respect and how this links to their own happiness</p>	<p>Learning the importance of rules in school context, will prepare children to be safe and responsible members of society</p> <p>Ensuring that children have a good understanding of healthy choices will promote healthy lifestyle habits early on</p>	

