

St Michael's Primary School Personal, Social and Emotional Development Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Topics	Nursery Rhymes Toys Day and Night	Dinosaurs Winter and Christmas	People Who Help Us Houses and Homes	Handa's Surprise Planting and Growing	Mini-beasts Animals	Transport Seaside
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Self-Regulation Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activities. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations	See themselves as a valuable individual Show resilience and perseverance in the face of challenge.	See themselves as a valuable individual Show resilience and perseverance in the face of challenge.		ELGs 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.	
Self-Regulation Focus	Settling in – feeling safe, separating from carer, learning boundaries and expectations, how to be safe, beginning relationships.	Celebrating difference – individual strengths & needs, similarities, plan do review	Dreams and Goals – internalising how I am feeling and how I manage when things go well and things don't go well.	Healthy me - knowing my ideas are valued, trying new activities. My body is mine and mine to look after.	Relationships – Belonging, kindness and conflict resolution	Changing me - See themselves as a valuable individual. Turn taking in games. How have I changed? What can I do now, that I couldn't do when I was younger?
Skills	To find specific areas of the class. To try new activities.	To persevere to achieve goals. To express their strengths.	To attempt an activity on my own. To come back to an activity later after a break.	To complete an activity in my own way To respond to my bodies needs	To listen attentively to adults and peers. To recognise our feelings. To value our own achievements and feel like they belong. I can use 'calm me time' to manage my feelings, (Jigsaw terminology)	To listen to an adult even when they were involved in an activity. Take turns and play fair games. Identify things I can do now, which I couldn't when I was a baby.
Knowledge	I am safe in the classroom. I know the adults names.	I am an individual. I am good at some things.	To know it is ok to stop an activity and try again another time.	I can carry out an activity on my own.	We can work together to solve problems if we listen to each other.	When I hear an adult's voice, I need to listen.

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		A goal is something I want to achieve.	To know success is 'achieving/doing what you set out to do.' To know sometimes we succeed and sometimes we fail and this is OK.	To know I am unique and different to others. To know when I am out of breath and need a rest. To know when I am hot or cold.	Friendships need to be maintained and looked after. I belong in my class, my family and my friendship group.	Sometimes the adult is talking to me and I need to do something. Sometimes the adult is talking to another person and I don't need to do something. In a game, I take my turn with other people. Sometimes I sit and watch others do something in the game. I know I can do different things now, which I couldn't do when I was a baby – walk, talk, eat hard foods, play games when I take turns.
Taught Sequence from Development Matters Managing Self Children know the importance for good health and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Identify and moderate their own feelings socially and emotionally. Manage their own needs	Identify and moderate their own feelings socially and emotionally. Manage their own needs		ELGs 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.	
Managing Self Focus	Settling in – playing alongside each other, sharing resources, selecting a variety of activities.	Celebrating difference – Recognising your own needs, supporting other's needs.	Dreams and goals – knowing how I can achieve something I want to do.	Healthy me - Manage own basic needs, understanding that we need to exercise, keeping our bodies healthy	Relationships – Taking chances, right & wrong, conflict resolution, including myself in groups	Know how to keep safe and clean. What to do if they get hurt. Making healthy food choices. Manage their own needs.
Skills	To enjoy playing with others. To begin to negotiate the parameters of games.	To identify and express their own needs. To prioritise my own needs.	To persevere and tackle challenges. Set specific goals for themselves and state a simple plan.	To understand why washing hands is important especially before I eat and after I go to the toilet	I can seek out friends to stop myself feeling lonely. Listen to others to help solve conflict.	Name parts of the body - eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm tongue, toe, forehead, chest, hand, leg, heart, lungs.

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		To recognise their emotions and those of others.		To identify which foods are healthy and not so healthy and can make healthy eating choices		Identify a healthy food plate. Design a healthy snack.
Knowledge	We should all be allowed to learn and play. We sometimes take on different roles in a game.	We all need different things at different times. My needs are just as important as those of others. Other people don't always feel the way that I do.	Persevere means to keep trying. Achieving goals sometimes takes time and effort. I can plan steps for what I want to achieve and adapt them if things go wrong.	How to wash hands thoroughly and dry them. Some foods are healthier than others. Exercising is important for my body.	When I am with friends and family, I am not on my own. (physically) If I feel safe, I can take chances.	Different parts of our bodies do different jobs. If a body part gets hurt, it can be looked after – healed. Know which foods (if we eat too much of them) can be unhealthy for our bodies. Sugars, high fat foods, fizzy drinks. Some foods I can eat a lot of and some foods I have to eat less of to keep my body and teeth healthy. If my body is healthy, I will feel happier. If I eat unhealthy foods a lot of the time, I might get unwell.
Taught Sequence from Development Matters Building Relationships Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	ELGs 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.		

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changes of routine in their stride						
Building relationships focus	Settling in – talk partners, carpet spots, joining in routines.	Celebrating difference – kindness, recognising emotions, empathy	Affecting others in a positive way. Support them with their goals. Other people in my community can affect my dreams and goals.	Healthy me - Being caring, kind others, knowing who can help me to be a healthy person. Other people in my community can help me be a healthy individual.	Being part of a group and carrying out jobs. Being a positive friend, unkind and kind words.	Helping each other be healthy. - Healthy food choices. Playing games together that gives us exercise. Take turns appropriately in games. Help if people find a game difficult.
Skills	To express a concern to an adult in class. To notice others reactions. To listen with your whole body.	To be respectful to others. To label a feeling using basic language (happy, sad, worried, excited, bored, angry, calm)	Use persevere to label a person's behaviour who keeps on trying and doesn't give up. Identify images where people have been successful and images where they have not. To give praise at a time that is suitable.	To join in a game which is already started To play with other children and in groups that change both in and outside of school. To recognise when someone might need help	Identify and name jobs I may carry out in my family. Sort kind and unkind words. Talk about situations when I feel happy or angry.	Playing different games with a partner, in a group. Explain rules of a simple game. Help someone in a game if they don't know what to do. Take steps to resolve conflicts – talk to people I am with, listen to them and then ask an adult to help if needed.
Knowledge	We're all different and require different things. Other people have emotions too.	I can affect my mood and the moods of others. Happy, sad, worried, excited, bored, angry and calm are all emotions that I can identify.	I can use kind words & phrases to encourage people. Well done, good job, nice try, try again. Giving someone praise makes them feel good. Use words happy, valued & special.	I can identify when someone is hurt, upset not feeling well To know an activity, I like to do to keep myself healthy To know it is okay to play with different children	I know a good friend can help me feel happy. My words and actions can affect other's moods.	When I help a friend, it makes them feel happier. Games have rules to help it be played fairly. If rules are broken, people may feel upset.
Jigsaw PSHE Scheme	Being Me	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me