



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum

Life Skills – Personal Social Emotional Development (PSED)

	Skills	Knowledge
EYFS	<p>Learns that own voice and actions have effects on others and uses these to help achieve a goal</p> <p>Able to engage in pretend play with toys and begins to demonstrate sense of self as an individual e.g., has own preferences</p> <p>Begins to seek comfort when upset and finds way of self regulating</p> <p>Aware of own feelings and begins to accept the needs of others e.g. Taking turns and sharing resources</p>	<p>To know how to get their needs and wants met effectively</p> <p>To know how to access and use a range of resources and make choices of activities</p> <p>To know how to recognise simple feelings and request support to regulate – Happy, sad, angry and upset</p> <p>To know how to interact positively with others to complete a task</p>
Pre-Formal	Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum	
Semi-Formal 1		
Semi- Formal 2 Hertfordshire Programme of study for PSHE & Citizenship Key Stage 1	<p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong with support</p> <p>To recognise, name and positively deal with feelings - happy, sad, angry, upset, calm, excited, embarrassed etc</p> <p>To understand and share feelings through a range of communication aids and progressively identify how to manage these feelings</p> <p>To agree and follow rules for their group and classroom and understand how rules help them</p> <p>To identify/name groups and family members through pictures and logos</p>	<p>To understand own preferences and know that I have a right to an opinion and increasingly be able to express my opinions</p> <p>To know how to respond to a situation and understand how to manage themselves</p> <p>To know that they belong to various groups and communities, such as family and school</p> <p>To know the vocabulary associated with families e.g. mummy, daddy, sister, brother, etc</p>
Formal Hertfordshire Programme of study for PSHE & Citizenship Key Stage 1	<p>To take part in discussions with one other person and the whole class</p> <p>Be able to express/share opinions and views in a appropriate manner</p> <p>To identify that bullying is when someone persistently hurts you or your feelings</p> <p>To respond appropriately to manage situations involving bullying</p> <p>To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</p>	<p>To know that there are different types of teasing and bullying and takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>To know how to keep themselves safe in the community and know who to ask for help with support</p>
	Personalised sex and relationship education (Growing, changes, puberty and the differences between boys and girls)	



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