



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 feelings and needs of others e.g. Taking turns and sharing resources</p> <p>To start to develop a positive sense of self and start to set and achieve simple goals.</p> <p>Start to develop persistence and be able to wait for desired items.</p> <p>Start to develop interactions with others and be co-operative within play.</p> <p>With the support of adult modelling and guidance start to carry out simple tasks to manage my personal needs.</p> <p>Start to develop good practises - to explore and try a range of healthy foods.</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> <p>To have persistence when completing a task and accept praise when I have completed it to develop my positive sense of self.</p> <p>To be able to take turns, wait and share with others with an item that is important to me.</p> <p>To start to look after my body by completing simple personal need tasks e.g. wiping my bottom after I have been to the toilet.</p> <p>Know what foods are healthy and help to keep my body healthy, be willing to try new foods.</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 my feelings and the feelings of others - 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>



Woolgrove Curriculum Skills and Knowledge

<p>Formal</p> <p>Hertfordshire Programme of study for PSHE & Citizenship Key Stage 1</p>	<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>Be confident to try new activities and show perseverance in the face of challenge.</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> <p>Know that it is okay to try new activities and to develop my resilience and perseverance skills to allow me to develop my knowledge and understanding.</p>
<p>Life-skills i.e teeth brushing, dressing and toileting is planned and taught dependant on the physical and cognitive development of each pupils</p>		