



# DISCOVER the joy of the world around us at Holy Trinity

To be the best we can be: for God, for others and for ourselves



Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

| Personal, Social, Emotional Development                                         | Autumn 1                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                  | Spring 1                                                                                                                               | Spring 2                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                          |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Managing Self</b><br><b>Self regulation</b><br><b>Building relationships</b> | See themselves as a valuable individual – within their family /school.<br>Develop sense of responsibility and membership of community.<br>Ownership of class rules e.g take turns, wait, tidy up.<br>Increasingly following class rules and recognising their importance.<br>Understand the importance of sharing and cooperating with friends. | Find solutions to conflicts and rivalries.<br>Build constructive and respectful relationships.<br>Recognise what we mean by kindness.     | Talk with others to solve conflicts.<br>Talk about their feelings using adjectives.<br>Identify own feelings socially and emotionally. | Understand how others might be feeling.<br>Express their feelings and consider the feelings of others.<br>Moderate own feelings socially and emotionally. | Show resilience and perseverance in the face of a challenge.<br>Manage their own needs.<br>Recognise and highlight own interests.<br>Recognise our mistakes.<br>Set goals and consider how to achieve them.<br>Embed self management of own needs – good hygiene, understanding of healthy foods etc. | Self reflect on their own work and evaluate it with support.<br>Learn from our mistakes.<br>Reflect on whether we achieve our goals and evaluate. |
| <b>Manage their own needs</b><br><b>Personal Hygiene</b>                        | Toilet/Handwashing<br>Family dining / Mealtimes<br>Zipping / Buttoning coat                                                                                                                                                                                                                                                                     | Importance of physical activity<br>Shoes on/off<br>Being a safe pedestrian                                                                | Smartie the Penguin (Online safety)<br>Having a good sleep routine                                                                     | Getting dressed for PE<br>Sensible amounts of screen time<br>Being a safe pedestrian                                                                      | Healthy eating<br>Oral hygiene focus                                                                                                                                                                                                                                                                  | NSPCC 'PANTS'<br>Private parts<br>Being a safe pedestrian                                                                                         |
| <b>High Quality Texts</b>                                                       | The Invisible String<br>The Colour Monster<br>Super Duper You<br>ABC'S of Kindness<br>Ruby's worry<br>All are welcome<br>Squirrels who squabbled<br>Meesha makes friends<br>Table manners for Tigers                                                                                                                                            | Kind<br>ABC's of Kindness<br>Miss Molly's school of kindness<br>Elmer's friends<br>Hello friend<br>My pet star<br>Under the love umbrella | Have you filled a bucket today?<br>In my heart<br>The Lion inside<br>Ruby's worry                                                      | Clean up<br>Sharing a shell<br>My monster and me<br>Ravi's Roar                                                                                           | The Koala who could<br>Jabari jumps<br>Mathew's dream<br>Giraffes can't dance                                                                                                                                                                                                                         | It's my body<br>Stuck<br>The dot<br>Shaking things up                                                                                             |