



## Course Outline

### PSED FS2

*Inspiring excellence, empowering global minds*

## Overview

Personal, Social and Development comes under the prime area of the Early Years Foundation Stage. The PSED syllabus at GEMS Wesgreen International Primary School aims to support students to develop their social skills and learn how to manage their feelings, understand appropriate behaviour in groups and develop a positive sense of themselves and others.

## Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the English Syllabus are to encourage and enable students to:

- Be independent around classroom ask for help when needed
- Enjoy coming to school
- Have confidence to carry out developmentally appropriate activities
- Build positive relationships with both adults and children
- Initiate in play with others
- Learn names of teachers and peers
- Demonstrate friendly behaviour initiating in conversation with others
- Follow school values
- Communicate freely about home and environment
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of expectations in the setting
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Children play co-operatively, taking turns with others.
- Can describe self in positive terms and talk about abilities.
- Children are confident to try new activities, and say why they like some activities more than others.

- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Care for plants and living things.
- 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.

### Ongoing Objectives

There are objectives that are covered and built upon throughout the year during daily interactions in the classroom and when accessing the continuous provision.

#### Self-regulation

- Understands that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Can discuss targets and simple goals
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.

#### Managing self

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.
- Is sensitive to others' messages of appreciation or criticism.
- Enjoys a sense of belonging through being involved in daily tasks.
- Recognises that they belong to different communities and social groups and communicates freely about own home and community.
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

### **Building relationships**

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.
- Is sensitive to others' messages of appreciation or criticism.
- Enjoys a sense of belonging through being involved in daily tasks.
- Recognises that they belong to different communities and social groups and communicates freely about own home and community.
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.

### **Assessment**

**Formative:** Throughout the units, the children will be observed daily during their focus and continuous provision activities. The observations will help inform next steps and planning.

**Summative:** **Summative:** At the end of each term we complete internal and standardized tests. This allows us to measure the students' progress throughout the term and year. At the end of the academic year, the students complete the EYFS profile.