

Personal, Social & Emotional Development

'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.' *Statutory Framework for the Early Years Foundation Stage*

Intent

Overview

We want our children to have confidence in themselves and their abilities and to see themselves as resilient individuals in both learning and life. We want them to have the skills and self-belief to deal with challenge and change by embracing the power of 'yet'. In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics and supporting children through key transition points
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions and to have ideas and opinions of their own
- Using praise to build confidence
- Supporting children to develop a Growth Mindset

Knowledge

By the end of the Early Years Foundation Stage I know...

Self-Regulation

- What emotions look like in others
- My own and others behaviour has consequences
- Sometimes I have to wait for what I want
- How to set and work towards simple goals
- A range of strategies to help me calm myself

Building Relationships

- How to share and take turns
- What makes a good friend
- The characteristics of bullying
- We are all unique
- That not everybody will have the same ideas and opinions as me

Managing Self

- The rules to help me keep safe
- The difference between right and wrong
- What is fair and unfair
- Different situations require different behaviours
- There are consequences for my actions
- How to manage my intimate care needs independently
- Which foods are healthy and which are unhealthy
- How to keep myself safe
- How to wash my hands to protect myself and others from germs
- The sequence of dressing and undressing

Skills

I am learning to...

- Take turns
- Share
- Imitate
- Communicate
- Listen to others
- Observe
- Ask questions
- Co-operate
- Lead
- Express opinions
- Follow rules
- Negotiate
- Compromise
- Mediate
- Solve problems
- Dress and undress
- Persevere
- Follow the lead of others
- Be flexible
- Accept and give compliments
- Develop a positive attitude
- Manage behaviour
- Express emotions
- Recognise emotions
- Make choices and decisions
- Develop a Growth Mindset

Implementation

Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional wellbeing thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through home visits, stay and play sessions, discussions with other settings and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry quality time is spent establishing clear structures, routines and boundaries.
- The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults.
- The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self-esteem.
- Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour.
- Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions through the delivery of the JIGSAW programme used in FS1 and FS2.
- Children's confidence and wellbeing is developed through the my Happy mind programme.

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach
- Supporting children in developing a Growth Mindset
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

Impact

By the end of the Early Years Foundation Stage I can...

- *Make positive relationships*
- *Dress and undress*
- *Persevere*
- *Manage risk and keep myself safe*
- *Compromise and negotiate to resolve conflict*
- *Manage my own personal hygiene*
- *Adapt my behaviour to different situations and settings*
- *Ask for help when I need it*
- *Share and take turns*
- *Wait for my turn*
- *Focus my attention*
- *Follow rules and manage my own behaviour*
- *Express and talk about my emotions*
- *Follow instructions*
- *Recognise how another person is feeling*
- *Remember to use my manners without prompting*

Vocabulary

fair	unfair	share	care	similar
different	same	consequence	helpful	rules
kind	gentle	belonging	agreement	disagreement
conflict	responsibility	decision	view	opinion
mediate	compromise	discuss	negotiate	compliment
emotion words	flexible	generous	spiteful	bully
positive	take turns	unique	personality	proud
characteristics	successful	challenge	friend	foe
enemy	like	dislike	behaviour	risk
resolution	point of view	hygienic	unhealthy	healthy
goal	persevere	resilient	confident	germs