

Personal Social and Emotional Development

Statutory Framework for the Early Years Foundation Stage Personal Social and 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. 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.

Our Broad Curriculum Aims:

- **Resilient**-The importance of making mistakes and learning from them, a can-do attitude
- **Confident**- Through positive relationships develop confidence in unknown situations and try new challenges with others and independently
- **Compassionate**- To form good relationships with others, understanding how their emotions effect themselves and others

Emotions					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
By the end of EYFS I can: • Understand my own and other people's feelings and can offer empathy and comfort.	<ul style="list-style-type: none"> • Leave my carer at the start of the session • Select an activity independently • Show care and concern when another child is upset • Seeks support from familiar adult when feeling upset/ frustrated 	Sad Happy Angry Share Upset Friend Caring Love Worried Scared	Weekly HeartSmart lessons. Clear rules and boundaries discussed and displayed. These are talked about regularly with	Develop strong relationships with parents/ carers and children through home visits, develop a bond in the child's own environment, good transition from nursery settings to	Visual timetable Opportunities for collaborative play both indoors and outdoors. Quiet reflective spaces where

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

<ul style="list-style-type: none"> • Attempt to repair a relationship or situation where I have caused upset. • More able to manage my feelings and tolerate situations in which my wishes cannot be met. 	<ul style="list-style-type: none"> • Talk about my feelings and say why I feel like that • Talk about my feelings to another child • Share the resource with others • Ask for a resource from another child • Recognise that I won't always get a turn • Take turns in games • Negotiate in my play with others • Respect the feelings of my friends and say sorry when I have hurt their feelings • Understand why I have upset my friend 		<p>children and referred to each day.</p> <p>Read books that can provide opportunities to talk about what feelings look like. How to deal with these feelings and that it is ok to feel differently.</p> <p>Share a wide variety of stories based on emotions, e.g. Great Big Book of Emotions, discussing what these feelings look like and how to deal with these feelings.</p> <p>Recognise good choices during play and give positive feedback to children, encouraging other children to notice and acknowledge children's thoughtfulness to each other.</p> <p>Adult led games, where children must</p>	<p>foundation stage unit.</p> <p>Develop trusting relationships so children feel relaxed to talk and share anxieties, staff naming the emotions the children are feeling.</p> <p>Help children to say 'no' to each other if they are unhappy with the behaviour of another child.</p> <p>Help children recognise that when someone says no they must stop this behaviour</p>	<p>children can be calm and still.</p> <p>A wide range of resources to avoid unnecessary conflicts, such as lots of trains for the train track.</p> <p>A wide variety of resources to interest all learners.</p> <p>Opportunity to access outside in all weathers, so children can always embark on physical play.</p>
---	---	--	---	--	--

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

			<p>take turns and wait their turn.</p> <p>Circle games, where children can share their emotions and take turns.</p>		
--	--	--	---	--	--

Sense of self					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> Describe myself in positive terms, saying what I can do well. Show perseverance when carrying out a self – chosen task. Be motivated to show my inner pride, completing activities to the best of my ability. 	<ul style="list-style-type: none"> Talk about my family Talk about what they like to do with their family Recognise that families are different Recognise how different families celebrate different festivals (such as Diwali, Christmas, Eid, Easter, Chinese New Year, birthdays) Recognise what I like to do Independently choose an activity, not relying on my friend or adult support Complete my daily challenges Value praise from adults and children for my achievements Investigate all areas of learning on offer Share my achievements with others 	<p>Family</p> <p>Brother</p> <p>Sister</p> <p>Grandma</p> <p>Grandad</p> <p>Auntie</p> <p>Uncle</p> <p>Cousin</p> <p>Goal</p> <p>Achieve</p> <p>Independent</p> <p>Different</p> <p>Same</p>	<p>Children to bring a book 'all about me' at the start of their school journey, depicted their family and favourite things.</p> <p>Visual timetable and consistent routine to support children's independence</p> <p>HeartSmart programme recognises our differences and celebrates them through weekly sessions.</p> <p>Daily independent activities, to stretch</p>	<p>Develop an understanding of a child, through positive relationships with parents/carers – home visits.</p> <p>Develop special bonds with children and their trust, listening carefully to their voice, actions, and body language.</p> <p>Value children's voices, by asking questions and involving them in decision making, such as independent snack time – giving</p>	<p>Resources are well labelled and accessible for all, involve children when changing areas – particularly the role play area – what resources do they want/ following the children's interests and ideas.</p> <p>Routines are followed each day, so children feel safe and secure in the environment. If there are changes these are explained to children so there are no surprises, which could lead to worry.</p>

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

	<ul style="list-style-type: none"> • Make mistakes and learn from these • Persevere with support from an adult • Understand that it is ok to feel frustrated • seek help and support when I feel frustrated 		<p>and challenge all learners</p>	<p>choice of variety of fruits.</p> <p>Positive rewards and language used to establish trust and respect. When children do become frustrated, gauge the situation and intervene with positive suggestions to help the child overcome their frustration by offering solutions and ideas. This will allow children to be able to manage their own frustrations and think of their own solutions to problems as they develop in the classroom.</p>	
--	---	--	-----------------------------------	---	--

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

Relations					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> • Develop respectful relationships with other children; accepting other points of view that challenges my own thinking. • Decide where, when and who to go to when seeking help, support, or reassurance. 	<ul style="list-style-type: none"> • Leave my carer and settle to an activity • Choose an activity independently • Develop a close relationship with the familiar adults • Watch and understand the body language of others • Show interest in other children's play • Play alongside other children <p>Share the resources I am playing with</p> <ul style="list-style-type: none"> • Join with other's play • Understand that I must listen to other's and change the way I am playing • Develop a close relationship with another child, then begin to play in a larger group 	<p>Friend</p> <p>Names of peers</p> <p>Names of practioners</p> <p>Share</p> <p>Take turns</p>	<p>Clear routines established to help children feel safe and secure to leave their carer. If children are struggling to leave their carer, strategies are developed to help relieve these anxieties.</p> <p>Games to encourage turn taking</p> <p>Circle games to learn names</p> <p>Role play activities to encourage turn taking and interactions</p> <p>Play alongside children in small world, construction to develop stories within play.</p>	<p>Positive relationships are built through a thorough transition process - the children and their carers have opportunities to visit the setting together and home visits are crucial to these good relationships.</p> <p>Opportunities throughout the year for parents/carers to visit setting.</p> <p>Open door policy, parents are welcomed to speak to an adult when needed.</p> <p>Consistency of adults in the setting throughout the day (including after school and breakfast club) allows children to develop excellent relationships with the practioners, helping them to feel safe and secure.</p>	<p>Areas developed to help children work together, playing collaboratively and cooperatively both inside and outside.</p> <p>Quiet spaces for children to play alongside others.</p> <p>A range of resources to engage and interest all learners.</p> <p>Accessibility to all resources whatever the child's need.</p>

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

				<p>A communication friendly environment which promotes activities to encourage children to develop relationships with each other.</p> <p>Lots of opportunities for collaborative learning with adult support to help foster good relations with each other</p>	
--	--	--	--	--	--

Health					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> •Talk about and know what contributes to my overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and knowing how to 	<ul style="list-style-type: none"> • Tell an adult I need the toilet • With support use the toilet, managing myself and washing my hands • Know the importance of hand washing before eating food and after going to the toilet. •I can wash my hands thoroughly with soap and warm water • Run around, increasing the amount I can run as I get stronger 	<p>Toothbrush Toothpaste Fluoride Heart rate Vitamins Minerals Soap</p>	<p>Regular opportunities for PE sessions in hall, linking to the importance of exercise for our bodies.</p> <p>Children have access to outside and are encouraged to spend some time outside.</p> <p>Books and rhymes about the importance of</p>	<p>Talk with children about the healthy choices adults make.</p> <p>Join in with PE sessions, emphasising the importance for children and adults to stay healthy.</p> <p>Build trusting relationships with carers/ parents so there is openness about dental</p>	<p>Books and posters promoting healthy living and how to keep our bodies healthy</p> <p>Healthy snacks available throughout the day</p> <p>Role play opportunities to be a dentist, nurse.</p>

St. Marys, Church of England Primary School Early Years Foundation Stage Curriculum

<p>travel safely (being a good pedestrian).</p>	<ul style="list-style-type: none"> • Choose a healthy snack and know that these contain vitamins for my body, • Feel my heart beating faster after I have done exercise and know that it is important to keep my heart healthy • Brush my teeth twice a day with adult support 		<p>looking after ourselves and our bodies.</p> <p>Tooth brushing activity and importance of keeping our teeth healthy.</p> <p>Healthy snacks, encourage children to eat a range of different fruits and vegetables</p> <p>Opportunities for food tasting throughout the year, children to experience different types of healthy foods.</p> <p>Children to make healthy foods, such as salads, sandwiches, smoothies.</p>	<p>hygiene/ food choices.</p> <p>Work in partnership with health visitors/ school nurse.</p>	
---	---	--	--	--	--