

PSED within EYFS at Scorton Primary School

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.

Intent

Personal, Social and Emotional Development is one of the Prime Areas of the Early Years Foundation Stage. This is a fundamental part of a child's learning journey which underpins all of the achievements that they make. We know that children need to feel happy, safe and secure in order for them to learn and reach their full potential. This area of learning is prioritised above all others, and our highly experienced practitioners skilfully tune in to the needs and interests of each unique child as they support them to settle into pre-school life and love being here with us! Our children are happy and motivated– many of them run in each morning and ask to come at the weekend! Strong relationships are an essential part of our loving, nurturing and tuneful approach. We understand the need for strong attachments and not only do we establish strong relationships between children and adults, but we also support the development of social skills between the children as we foster respect, care and an understanding that everyone is different and has their own unique being to share. We ensure that children have high levels of wellbeing and we empower children to accept that all emotions should be felt and accepted. Self help strategies are suggested and modelled by practitioners to support children to become in control of their mental health and to develop an awareness of self regulation. High expectations for independence ensure that children are able to understand and attend to their own bodily needs. This promotes confidence, self-assurance and the belief that they can achieve anything and everything!

Progression of Knowledge and Skills

	Building Relationships	Manage Self	Self regulation
Nursery	I have a strong relationship with my key person. · I play alongside other children when my key person is close by. · I demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them. · I can take turns in simple learning experiences with support from my key person. · I explore the nursery environment by myself but will check in regularly with my key person. I like to repeat play experiences and learn through a unique schematic approach · I show clear enjoyment when I engage in my favourite learning experiences · With support from my key person, I will have a go when a task is difficult.		

	<ul style="list-style-type: none"> · I need support with my self care needs. I am able overcome emotional outbursts with support from my key person · I can wait for a very short time (e.g. seconds) for example when I am waiting for a turn · I can follow physical and visual cues from my key person · I can follow one simple instruction
Pre School E	<p>I can:</p> <ul style="list-style-type: none"> • Join in with others during my play • Talk to others who are playing near to me. • Try new things with support • Follow rules with support. • Wash and dry my hands with support. • That I have different emotions. <p>Talk about myself and my family</p> <ul style="list-style-type: none"> • Choose who I play with • To invite other children to play with me. • Persevere with support • Put on and take off some items of clothing with support. <p>Talk about special times</p>
Pre School D	<p>I can:</p> <ul style="list-style-type: none"> • Respond appropriately to others in my play • Talk to others in my play. • Behave appropriately within boundaries. • That my words and actions can affect others. • Say how I feel with support. • Share and take turns with support. • Be more independent in following the rules • Persevere with challenges. • To wait for my turn. • Talk about bedtime routines.
Pre-School S	<p>I am/can</p> <ul style="list-style-type: none"> • aware of others' needs and wishes. • Put on and take off some items of clothing independently. • Shift attention from one thing to another. • Talk about how to be healthy through brushing my teeth. • a good friend.

	<ul style="list-style-type: none"> •Recognise what is healthy and unhealthy. •Follow a 2-part instruction. •Help others. •To compromise in play with support.
Reception E	<p>I can:</p> <ul style="list-style-type: none"> •Talk about my own feelings. •Follow the rules •Do some things without help •Talk about what is right and wrong. •Manage my own personal hygiene needs •Dress and undress independently. <p>Listen to what others say:</p> <ul style="list-style-type: none"> •Talk about the feelings of others' •Begin to change my behaviour to suit the situation •Tackle a challenge •Talk about ways to be healthy through exercise. •Resolve conflicts with support. •Play cooperatively <p>Share and take turns</p>
Reception Children D	<p>I am learning to:</p> <ul style="list-style-type: none"> •Talk about how my actions can affect others •Accept changes in routine •Attend to more than one thing at a time •Try different ways to do things •Play cooperatively with different groups. <p>I am learning to:</p> <ul style="list-style-type: none"> •talk about my own and others' behaviour and how it can affect others. •Be more independent •Take risks •Be more resilient •Talk about why healthy food choices are important. <p>Find ways to resolve conflicts independently</p> <p>I am learning to:</p> <ul style="list-style-type: none"> •talk about my own and others' behaviour and how it can affect others.

	<ul style="list-style-type: none"> •Be more independent •Take risks •Be more resilient •Talk about why healthy food choices are important. •Find ways to resolve conflicts independently.
Reception S	<p>I am learning to:</p> <ul style="list-style-type: none"> •Change my behaviour to suit the situation •Reflect on my behaviour with support. •Talk about the reasons for rules •Talk about what is right and wrong in different contexts. <p>Take account of and include others' ideas</p> <p>I am learning to:</p> <ul style="list-style-type: none"> •Follow instructions involving several ideas. •Link my behaviour to my own and others' feelings. •Follow rules independently. •talk about healthy lifestyles. •Think about how others' feel when I make decisions and choices.
ELGS	<p>Self-regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; -

	<p>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
<p>Links to KS1</p>	<p>Understand how to be a good friend. Learn different roles in society Learn how feelings can affect people's bodies and how they behave Learn how to recognise what others might be feeling Learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good Recognise what makes them special and unique Recognise risk and safety in school, at home and online. Learn about germs and cleaning. Know about foods that are healthy and the risks of too much sugar. Increasingly independence when dressing.</p>