

Personal, Social and Emotional Development in EYFS

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS PSED Educational Programme (Statutory)

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.

EYFS PSED (Development Matters – Non Statutory)

Self Regulation

- Have high expectations for children following instructions, with high levels of support when necessary.
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
- Undertake specific activities that encourage talk about feelings and

Managing Self

- Offer constructive support and recognition of child’s personal achievements.
- Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.
- Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to

Building Relationships

- Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture.
- Take opportunities in class to highlight a child’s interests, showing you know them and about them.
- Make sure children are encouraged to listen to each other as well as the staff.
- Ensure children’s play regularly involves sharing and cooperating with friends and other peers.

their opinions.

- Help children to set own goals and to achieve them.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.
- Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

respect class rules and behave correctly towards others.

- Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
- Model practices that support good hygiene, such as insisting on washing hands before snack time.
- Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.
- Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.
- Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.
- Talk with children about exercise, healthy eating and the importance of sleep.
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.
- Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

- Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Development Matters (Non Statutory)

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs: Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; tooth brushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian

Assessment:

- Can children follow instructions?
- Can children co-operate with each other and take turns?
- Can children manage their own basic needs and hygiene?

Vocabulary:

Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules

ELG – Self Regulation (Statutory)

Children at the expected level of development will:

- 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.

ELG – Managing Self (Statutory)

Children at the expected level of development will:

- 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.

ELG – Building Relationships (Statutory)

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Year 1 National Curriculum

At St Joseph's KS1 and KS2 follow the PSHE Association Programme of Study.

In Year 1, the Autumn Term topics are:

Autumn 1 - Who is special to us? (Relationships)

Ourselves and others; people who care for us; groups we belong to; families

PoS refs: L4, R1, R2, R3, R4, R5

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do / enjoy together
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Autumn 2 - What helps us stay healthy? (Health and wellbeing)

Being healthy; hygiene; medicines; people who help us with health

PoS refs: H1, H5, H6, H7, H10, H37

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy

Opportunities to develop PSED (in addition to every day practice):

Autumn 1 – Me and My Community / Exploring Autumn	Autumn 2 – Dangerous Dinosaurs / Sparkle and Shine	Spring 1 – Once upon a time / Puddles and Rainbows
<ul style="list-style-type: none"> • Marvellous Me! - See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. • Find a friend - Play cooperatively with others and take turns. • Games for Reception - Play cooperatively with others and take turns. • Emergency services - There are people in our community who help us including doctors, nurses, the police and fire service. • The Lion and the mouse - Select vocabulary and pictures to express their feelings and consider the feelings of others. • Something special - See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. • Get dressed - Look after basic hygiene and personal needs and talks about the importance of good oral health. • Someone special - All families are unique, some things we do are similar and some are different. • Parachute games - Understand that they must wait for their turn to use equipment or take part in activities. • Cycle fun - It is important to share resources and take turns in order to get on with others. 	<ul style="list-style-type: none"> • Tyrannosaurus Drip - Identify and moderate their feelings socially and emotionally and ask for help when they need it / know who to ask for help when they need it. • Fossil finders - Work and play cooperatively and take turns with others / It is important to share resources and take turns in order to get on with others. • Cross the lava - Work and play cooperatively and take turns with others / It is important to share resources and take turns in order to get on with others. • Building a volcano - Work and play cooperatively and take turns with others / It is important to share resources and take turns in order to get on with others. • Thread it - Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Fairy Tale Snap - Work and play cooperatively and take turns with others. • It's my bridge! - Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. • Perfect porridge - Follow rules and instructions to keep safe. • Sleeping dragons - Play cooperatively with others and take turns. • The colour monster - Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. • Coloured Mud - Explain the reasons for rules, know right from wrong and try to behave accordingly. • Making colour monsters - Select vocabulary and pictures to express their feelings and consider the feelings of others.

Spring 2 – Big Wide World / <i>Splash</i>	Summer 1 – Sunshine and Flowers / <i>Shadows and Reflections</i>	Summer 2 – Moving on
<ul style="list-style-type: none"> • Let's travel - show an ability to follow instructions involving several ideas or actions. • People around the world game - Work and play cooperatively and take turns with others. • Mini Olympics - show an ability to follow instructions involving several ideas or actions. • Road safety - Explain the reasons for rules, know right from wrong and try to behave accordingly. • Splish! Splash! - Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried. • Clean up! (germs) - Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs. • Celebration of the end of the topic - See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. 	<ul style="list-style-type: none"> • Little box of sunshine - Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. • Safe in the sun - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Plant it! - Explain the reasons for rules, know right from wrong and try to behave accordingly. • What's missing - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • How do you feel? - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Fancy dress - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Moving on - Know which adults look after them and who to tell if they feel worried or scared. • Remembering our experience - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Water runs - Explain the reasons for rules, know right from wrong and try to behave accordingly. • Build an obstacle course - 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. • Giant marble run - Explain the reasons for rules, know right from wrong and try to behave accordingly.