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| **Educational Programme for PSED** | **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 cognitivedevelopment. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportiverelationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manageemotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want anddirect attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and managepersonal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflictspeaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| **Key Learning Linked to PSED** |
| **SELF REGULATION****• Express feelings – show how they feel in response to different****experiences as appropriate (happy, sad, excited, upset, angry,****frustrated, worried,) show pride in their own achievements.****• Communication – make choices, communicate what they need, listen to****others, maintain attention in familiar and unfamiliar situations, attend****to other people (adults, peers) both familiar and unfamiliar. Recall****experiences, initiate an apology when appropriate.****• Respond – Follow instructions, requests, and ideas in a range of****contexts and situations.****• Understand feelings – talk about and discuss with others how they feel;****explain why they are experiencing particular feelings.****• Manage feelings and behaviour – understand and follow rules, share****with others, work with others, change and adapt their behaviour in****response to different situations, deal with anger and frustration,****negotiate with others to solve simple problems.****• Understand how others feel – show care and concern for others, show****sensitivity to others, show awareness of how their actions may impact****on others, know that other children think and respond in different ways****to them.****• Active learning – engage in challenges, show awareness of strengths****and what they need to learn, develop ability to plan, adapt, persist and****review their progress.** | **BUILDING RELATIONSHIPS****• Build friendships – engage in positive interactions with adults and peers,****form relationships with others, seek others to share activities and****experiences, seek familiar adults and peers to engage in conversations,****ask for help.****• Work together – understand and follow simple rules, share and take****turns, listen to others, be considerate to the needs of others, respect the****view point of others, take on ideas of others, work together in****collaboration.****• Use language – to negotiate, co-operate, plan and organise play, resolve****conflict.****• Social skills – observe others, initiate and understand the rules of social****interaction, negotiate, resolve conflict, able to compromise, take****responsibility for themselves and others.****• Recognise the needs of others - show sensitivity to others, demonstrate****empathy, show awareness of how their actions may impact on others,****know that other children think and respond in different ways to them.****• Communication – use gestures, non-verbal communication, facial****expressions, body language, appropriate language and vocabulary;****listen to others, speak to peers and adults and engage in discussions in a****positive way, reflect on experiences, explain reasons why, respond to****experiences and people, recall events, make suggestions.** | **MANAGING SELF****• Self-awareness – know what they like and do not like, talk about what****they are doing and why, talk about and discuss their interests, share****their ideas and interest with others, take pride in themselves and their****work and achievements, share their achievements with others.****• Work together – understand and follow simple rules, share and take****turns, listen to others, be considerate to the needs of others, respect the****viewpoint of others, take on ideas of others, work together in****collaboration.****• Independence – select own resources, carry out tasks without help, will****try to complete a task themselves before asking for help, can work on****own and with others.****• Confidence – try new activities, make own choices and decisions, talk to****others about what they need or their ideas, ask for help, initiate own****ideas, seek a challenge.****• Responsibility – take care of their own belongings, take care of the****belongings of others and class resources.****• Communication – Use language to negotiate, co-operate, plan and****organise play, resolve conflict, listen, speak, reflect, explain, respond,****recall, review.****• Self-care – eating, drinking, making or helping to make own snacks,****personal hygiene, cleaning teeth, dressing undressing, takes care of own****belongings.****• Safety – understand and follow rules on how to keep safe when using****and transporting tools, equipment and resources; understand rules linked****to road safety.****• Keeping healthy – knowledge of food groups including healthy foods;****knowledge of importance of exercise to keep their body healthy.****• Vocabulary – use vocabulary linked to: foods and food groups, body****parts, exercise and effects on body, dressing skills, road safety, safety****including using and transporting tools and equipment.****• Communication – communicate own needs in relation to being thirsty,****hungry tired, use of toilet; communicate when they need help from****others including peers and adults.** |
| **What this Looks like in EYFS** |
| **Autumn 1****Where do I belong? Me and my world**Main focus is getting to know the children and their families – Learning about each other and communicating appropriatelyA new environment – Learning rules and routines – where things are Managing self – how to use the toilets and how to manage belongings self-care – Communicating their own needs.Self-awareness – what I like and what are my interestsFamilies- My family – text “The big Book of Families”   |
| **Autum 2****What do we celebrate? Sparkle and Shine**Building relationships – friendships sharing, turn taking and working togetherSimilarities and Differences I am Special – It’s good to be meMy Family- understand families are valuable and specialSpecial People- who do the children hold special and what does it mean to be valuedSharing- to understand why it is important to share and co-operateI am unique- Its ok to like different thingsMy interests- To see themselves as a valuable individual – share interests within the group   |
| **Spring 1****Where am I going and how will I get there?**Feelings – Learning about feelings using the colour monsterNaming feelings – Teaching feelings and teaching how to regulate Supporting children to make warm, positive relationships and interactions.Modelling how to get on with each otherIdentifying my feelingsFeelings jarsCoping strategiesAdjectives to describe feelingsFacial expressions and what feelings they showCreating a Calm Corner/ Space  |
| **Spring 2****What do I like to eat and is it good for me?**Healthy Eating links Food Groups and balanced diet – Healthy food choices Discussion of foods we like – food preferences Healthy teeth week – the dentist – How do we keep our teeth healthy?Healthy Lifestyle- wellbeing healthy mind, happy thoughts What is exercise? – the importance of exercise and what it does for our bodiesYoga and Relaxation – exploring yoga, guided meditation and relaxationLooking after oneself- why we need to look after ourselvesBeing a safe pedestrianA rainbow of food – Healthy food choices. |
| **Summer 1****Are animals like me?**Managing self – Taking on ChallengesTo understand why we have rulesTo understand that sometimes we must persist when we face a challengeTo work together to overcome challenges and communicate effectively.To explore “grounding” techniques to help when you become anxious or worried facing a challenge.To understand the need and importance of perseverance in the face of a challengeTo learn a new skill showing and understanding being resilient in the face of a challenge |
| **Summer 2****What does the Summer bring?**Transitions – looking forward to what’s nextFeelings as we think about moving on in our learning journey Reflecting on the year our successes Celebrating friendships madeRecap the importance of rules and listening – New class New rules and routines |
| **EARLY LEARNING GOAL (ELG) SELF REGULATION**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.**EARLY LEARNING GOAL (ELG) MANAGING SELF**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.**EARLY LEARNING GOAL (ELG) BUILDING RELATIONSHIPS**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. |
| **This sets out possible learning and intentions our plans are flexible as our children’s learning is often driven by their interests and certainly planned around their needs.**  |