



Personal, Social and Emotional Development

Educational Programme

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.

Nursery

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> • Enjoys the company of other children and wants to play with them. • Begin to be more outgoing with unfamiliar people and show more confidence in new social situations. • Select and use resources with help. • Play with at least one other child, giving cues in play. • Begin to find solutions to conflicts (i.e. sharing with others) • Follow simple class rules. • Develop a sense of responsibility within the class. • To settle at a self-chosen activity for a period of time. 	<ul style="list-style-type: none"> • Provide lots of opportunities for prolonged play for the children to develop relationships with their peers. • Invite trusted people into the setting (restrictions allowing) and talk about their roles • Take children on a short walk (such as the milk stop). • Respond to the children's increasing independence with the resources in CP. • Use daily routines to encourage responsibilities (tidy up time, collecting cups, sorting fruit and so on). • Follow the interests of the children, giving value to their ideas.
Spring Term	<ul style="list-style-type: none"> • Talk about their feelings (if they are happy or sad and why). • Play with more than one child, extending and elaborating play ideas. • Takes part in pretend play • Builds upon two-way conversations (listening and responding to others). • Takes risks and tries new things. 	<ul style="list-style-type: none"> • As above and... • Model ways to calm down (stopping and taking deep breaths), taking time out in a quiet place. • Provide puppets and social stories to help the children articulate their feelings. • Provide opportunities to share within CP and model sharing with others and finding solutions. • Provide lots of opportunities for the children to take part in pretend play (home corner, deconstructed role play, large loose parts). • Follow the interests of the children, giving value to their ideas.
Summer Term	<ul style="list-style-type: none"> • Begin to understand the feelings of others and respond appropriately. • Help to find solutions to conflicts. • Follow rules without always needing reminding. • Engages in pretend play with different roles • Aware of similarities and differences between themselves and others and celebrates these. 	<ul style="list-style-type: none"> • As above and... • Model empathetic behaviour and thinking of others and what they need. • Add more books to role play and reading areas. • Provide books and time to explore difference, valuing each child's contributions and uniqueness. • Follow the interests of the children, giving value to their ideas.

Reception

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> ● Recognise that they belong to different communities and social groups. ● Talk freely about their own home and community. ● Seeks out a familiar adult for comfort, help and assistance. ● See themselves as a valuable individual. 	<ul style="list-style-type: none"> ● As above and... ● Make time each day to have meaningful conversations with each child, listening to them and taking part on two-way conversations. ● Get to know the child and their family really well and bring elements of home lives and cultures into the classroom. ● Highlight children's interests and bring these into the setting. ● Positive praise for those who are kind to others and who share and cooperate. ● Follow the interests of the children, giving value to their ideas.
Spring Term	<ul style="list-style-type: none"> ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Can talk about what they can do well and what they need help with. ● Shows confidence choosing the resources they need for activities. 	<ul style="list-style-type: none"> ● As above and... ● Model positive behaviour and narrate times when children have demonstrated this (use rocket and postcards). ● Encourage children to express their feelings through social stories and help them reflect and self-evaluate their learning. ● Plan dedicated times to encourage talk about feelings and emotions (wellbeing slots). ● Interact when children need help, but also validate the learning process.
Summer Term	<ul style="list-style-type: none"> ● To show resilience and perseverance in the face of challenge. ● To identify and moderate their own feelings and emotions. ● To manage their own needs. ● To think about the feelings and perspectives of others. ● Notices when they can improve their creations and sees this as learning and improving. 	<ul style="list-style-type: none"> ● As above and... ● Help the children to talk about and reflect on their learning through self-evaluation. ● Help the children to set and achieve their own goals. ● Provide strategies for calm behaviour (breathing, time in a quiet space). ● Talk with the children about consequences for behaviours and how the other child may have felt. ● Model healthy hygiene practices and talk about how to keep healthy.

Statutory 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

Statutory ELG: Managing Self

Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly