



Early Years Curriculum Personal, Social and Emotional Development

An Overview of 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. (Development Matters, 2023)

Personal, Social and Emotional Development at The Downley School (TDS):

Most pupils who join TDS in the Reception year have wider experiences of socialising in a nursery or pre-school setting. We are aware, however, that the current cohort of pupils in EYFS were born during the Pandemic and will therefore have missed many of the experiences in their first years that are so important for their personal, social and emotional development. Although the impact of this is yet unclear, current data suggests that there is a decline in the number of children who have the social and emotional foundation skills required to ensure that they are ready for school. We therefore consider that it is imperative that gaps are addressed as soon as possible in order to ensure that all pupils are able to be successful learners throughout their school careers.

Practitioners strive to empower pupils to develop positive relationships with others by aiding smooth transitions from home to school, by ensuring quality interactions with others, through acting as positive role models, by helping pupils feel safe and secure in the environment and through experience of small to large group activities which encourage fair sharing and turn taking. We also use books and social stories to ensure that pupils are equipped to identify and deal with a range of emotions. We praise all positive behaviour and help pupils to develop an understanding of the school values and rules. Pupils develop a sense of making 'positive' and 'negative' choices with consequences at an age / stage appropriate level, in line with the wider school behaviour policy. We foster a restorative approach to assist children in learning how their actions impact on others.

We celebrate effort and achievement through use of stickers, messages sent home and an abundance of verbal praise. We also encourage the sharing of 'Wow Moments' from home through our use of Class Dojo. Practitioners endeavour to develop a sense of 'feeling good' about personal success in children. We celebrate a wide range of special occasions and festivals that are significant for our pupils and utilise stories, role play, discussion work and encourage the sharing of experiences from home to support this learning.

Skills	Knowledge
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Personal hygiene. • Know and talk about different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ Regular physical activity ○ Healthy eating ○ Toothbrushing ○ Sensible amounts of 'screen time' ○ Having a good sleep routine ○ Being a safe pedestrian 	<ul style="list-style-type: none"> • Develop knowledge of how to become an effective listener to enable shared organisation of activities. • Have a bank of ideas of how to overcome conflicts with peers. • Know some ways to keep safe when using technology. ❖ To understand how to behave according to our values of Teamwork, Inclusion, Resilience, Respect, Responsibility and Integrity. ❖ To understand how to behave according to the school rules: Ready, Respectful, Safe

- Development Matters Statement
- ❖ TDS Statement

Personal, Social and Emotional Development - Early Learning Goals

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.

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.

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

- Development Matters Statement
- ❖ TDS Statement

Opportunities to support Personal, Social and Emotional Development in Reception

- Explicit teaching of TDS values.
- Smooth transitions from home to school – Home visits, nursery visits and staggered start to develop confidence in getting to know staff, unfamiliar adults and peers.
- Plentiful child initiated learning (CIL) opportunities for pupils to play alongside others and cooperative games with familiar adults and peers.
- Whole class discussion times (Reception).
- Creation of zones designed to encourage social interactions e.g. – Role play areas / snug / dens.
- Provision and scaffolding of interactive games e.g. – ball games, 'snap', board games.
- Collaborative group activities e.g. – parachute games.
- Home corner / Role play area reflective of home culture AND different cultures, inclusive of all backgrounds.
- Provision of books, puppets, dolls and small world resources to enable pupils to explore and act out social scenarios.
- Literature, social stories and picture prompts about friends, friendship and understanding differing feelings and emotions.
- Setting of clear rules and behavioural expectations – Consistency demonstrated with rewards and consequences.
- Opportunities to work in a range of small groups with different peers.
- Pupils encouraged to make their own choices regarding activities in CIL.
- Pupil Voice' evident in provision and shared on ClassDojo.
- Activities varied regularly to ensure pupils have new experiences.
- Pupils are provided with plentiful time to fully engage in activities and explore their personal interests.
- 'Wow Moments' shared and celebrated with peers.
- Enrichment activities planned to support personal, social and emotional skills e.g.- trips independent of a parent / farm visit/ den building /African drumming
- Participate in 'Safer internet' activities
- Explicit teaching of Zones of Regulation.
- Jigsaw, our PSHE curriculum, explicitly teaches and supports pupils personal, social and emotional development.

- Development Matters Statement
- ❖ TDS Statement