

EYFS: Personal, Social and Emotional Development



In our Early Years at Henley Green, we recognise the importance of the PSED strand of the curriculum to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

Educational Programme: PSED

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.

PSED – Early Learning Goals

Statutory ELG: Regulation

- 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

Statutory ELG: Managing Self

- 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

Statutory ELG: Building Relationships.

- 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

Little Acorns – Skills Progression

	Term 1	Term 2
Autumn	<p>Purposeful Project: All about me</p> <p>B-3: Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>B-3: Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>B-3: Engage with others through gestures, gaze and talk.</p> <p>B-3: Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>B-3: Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>B-3: Find ways of managing transitions, for example from their parent to their key person.</p> <p>B-3: Thrive as they develop self-assurance.</p> <p>B-3: Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>Purposeful Project: What's Outside?</p> <p>B-3: Feel strong enough to express a range of emotions.</p> <p>B-3: Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>B-3: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>B-3: Play with increasing confidence on their own.</p>
Spring	<p>Purposeful Project: Places to Go</p> <p>B-3: Be increasingly able to talk about and manage their emotions.</p> <p>B-3: Develop friendships with other children.</p> <p>B-3: Safely explore emotions beyond their normal range through play and stories.</p> <p>B-3: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>B-3: Learn to use the toilet with help, and then independently</p>	<p>Purposeful Project: Eggs</p> <p>B-3: Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>B-3: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>B-3: Be increasingly able to talk about and manage their emotions.</p> <p>B-3: Develop friendships with other children.</p> <p>B-3: Safely explore emotions beyond their normal range through play and stories.</p> <p>B-3: Learn to use the toilet with help, and then independently</p>
Summer	<p>Purposeful Project: Healthy me</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p> <p>3-4: Make healthy choices about food, drink, activity and toothbrushing</p> <p>B-3: Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when....”.</p> <p>B-3: Develop friendships with other children.</p> <p>B-3: Safely explore emotions beyond their normal range through play and stories.</p> <p>B-3: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p>	<p>Purposeful Project: What Grows?</p> <p>B-3: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>B-3: Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when....”.</p> <p>B-3: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>B-3: Develop friendships with other children.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p>

How will I see this in place?

- Working in partnership with parents to develop close positive relationships with the children – home visits /stay and play sessions / Daily contact
- Broad, balanced and rich experiences encompassed in routine and stability (wider experiences including visits to Coombe Park, pets, farm, soft play)
- High quality interactions and expectations from adults

- Planned and stimulating environment with provision around key stories

Nursery – Skills Progression

	Term 1	Term 2
Autumn	<p>Purposeful Project: Autumn Time/ Jigsaw Unit: Being in My World</p> <p>B-3: Find ways to calm themselves and manage transitions, through being calmed and comforted by their key person.</p> <p>B-3: Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>B-3: Thrive as they develop self-assurance.</p> <p>B-3: Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>B-3: Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>B-3: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly.</p>	<p>Purposeful Project: How I Celebrate/ Jigsaw Unit: Celebrating Difference</p> <p>B-3: Be increasingly able to talk about and manage their emotions.</p> <p>B-3: Safely explore emotions beyond their normal range through play and stories.</p> <p>B-3: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>3-4: Increasingly follow rules, understanding why they are important. (3-4)</p> <p>3-4: Select and use resources with help when needed.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p>
Spring	<p>Purposeful Project: Around the World/ Jigsaw Unit: Healthy Me</p> <p>3-4: Develop their sense of responsibility and membership of a community.</p> <p>3-4: Show more confidence in new social situations.</p> <p>3-4: Play with one or more other children.</p> <p>3-4: Increasingly follow rules, understanding why they are important.</p> <p>3-4: Remember rules without needing an adult to remind them.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p> <p>3-4: Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Purposeful Project: On the Farm/ Jigsaw Unit: Dreams and Goals</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>3-4: Make healthy choices about food, drink, activity and toothbrushing.</p> <p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p> <p>3-4: Remember rules without needing an adult to remind them.</p>
Summer	<p>Purposeful Project: Growth and Change – Tizz Time: Protective Behaviours</p> <p>3-4: Play with one or more other children, extending and elaborating play ideas.</p> <p>3-4: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>3-4: Understand gradually how others might be feeling.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p> <p>3-4: Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Purposeful Project: People around me/ Jigsaw Unit: Changing Me</p> <p>3-4: Develop their sense of responsibility and membership of a community.</p> <p>3-4: Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>3-4: Show more confidence in new social situations.</p> <p>3-4: Develop appropriate ways of being assertive.</p> <p>3-4: Talk with others to solve conflicts.</p> <p>3-4: Understand gradually how others might be feeling.</p> <p>3-4: Be increasingly independent in meeting their own care needs, e.g.: brushing teeth, using the toilet, washing and drying their own hands thoroughly</p> <p>3-4: Make healthy choices about food, drink, activity and toothbrushing.</p>

How will I see this in place?

- Working in partnership with parents to develop close positive relationships with the children – home visits /stay and play sessions / Daily contact
- Adult interactions supporting children to practise and develop these skills.
- Reinforced using positive praise and rewards (stickers).
- Planned Rainbow Room Sessions including PSED programmes Jigsaw and Tizz Time.

- Daily routines reinforcing rules, routines and expectations.
- Continuous provision posters, supporting adults to identify the learning in different learning areas.
- Planned experiences - Theatre trip and Nativity performance (Autumn Term), Farm trip (Spring Term), Language and Culture day, Sports' Day,

Reception – Skills Progression

	Term 1	Term 2
Autumn	<p>Purposeful project: All About Me/ Jigsaw Unit: Being in My World</p> <p>3-4: Develop their sense of responsibility and membership of a community. 3-4: Increasingly follow rules, understanding why they are important. 3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 3-4: Select and use activities and resources, with help when needed 3-4: be increasingly independent in meeting their own care needs e.g. using the toilet and washing and drying their hands. Rec: Build constructive and respectful relationships. Rec: See themselves as an individual.</p>	<p>Purposeful project: Henley Green Nativity Show/ Jigsaw Unit: Celebrating Difference</p> <p>3-4: Develop their sense of responsibility and membership of a community. 3-4: Play with one or more other children. 3-4: Find solutions to conflicts and rivalries with adult support. 3-4: Remember rules without needing an adult to remind them. 3-4: understand gradually how others might be feeling. Rec: Express their feelings and consider the feelings of others. Rec: Identify and moderate their own feelings socially and emotionally. Rec: Manage their own needs – Personal hygiene.</p>
Spring	<p>Purposeful Project: Space/ Jigsaw Unit: Healthy Me</p> <p>Rec: Express their feelings and consider the feelings of others. Rec: Think about the perspective of others. Rec: Show resilience and perseverance in the face of challenge. Rec: Know and talk about the different factors that support their overall health and wellbeing. (healthy eating/ regular physical activity/ sensible amounts of 'screen time') Rec: Manage their own needs – Personal hygiene.</p>	<p>Purposeful Project: Animal Babies/ Tizz Time: Protective Behaviours</p> <p>Rec: Think about the perspective of others</p> <p>Rec: Express their feelings and consider the feelings of others. Rec: Show resilience and perseverance in the face of challenge. Rec: Know and talk about the different factors that support their overall health and wellbeing. (toothbrushing) Rec: Manage their own needs – Personal hygiene.</p>
Summer	<p>Purposeful project: Just Imagine Jigsaw Unit: Relationships</p> <p>Rec: Think about the perspective of others. Rec: Build constructive and respectful relationships. Rec: Show resilience and perseverance in the face of challenge. Rec: Manage their own needs – Personal hygiene. Rec: Know and talk about the different factors that support their overall health and wellbeing. (sensible amounts of 'screen time'/ good sleep routine/ being a safe pedestrian)</p>	<p>Purposeful project: Minibeasts/ Jigsaw Unit: Changing Me</p> <p>Rec: Identify and moderate their own feelings socially and emotionally. Rec: See themselves as a valuable individual. Rec: Build constructive and respectful relationships Rec: Know and talk about the different factors that support their overall health and wellbeing. (regular physical activity) Rec: Manage their own needs – Personal hygiene. Rec: Show resilience and perseverance in the face of challenge.</p>

How will I see this in place?

- Working in partnership with parents to develop close positive relationships with the children – home visits /stay and play sessions / Daily contact
 - Planned short carpet time sessions including family group times and Jigsaw.
 - Planned continuous and enhanced provision activities with a focus on these skills
 - Continuous provision posters, supporting adults to identify the learning in different learning areas.
 - Adult interactions supporting children to practise and develop these skills.
 - Planned experiences - Forest Schools (throughout the year), Theatre trip and Nativity performance (Autumn Term), Space Dome, Chicks, Easter crafts (Spring Term), Language and Culture day, Sports' Day, Warwick Castle (Summer Term)

