

Personal, Social and Emotional Development

Intent

In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions
- Using praise to build confidence
- Creating a culture of respect for each other, our environment and resources



Implementation

Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional well-being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through stay and play sessions, visiting other settings where appropriate, discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry, quality time is spent establishing clear structures, routines and boundaries.
- The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults.
- The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self-esteem.
- Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour.
- Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions and the importance of making healthy choices.
- Children will learn their about their own thoughts, feelings and how to manage them, through the book - The Colour Monster. Using this book links to the School's Behaviour Policy.
- During the first term, the local Dentist/Hygienist is invited into the setting to talk to children about the importance of looking after their teeth and making healthy choices about food, drink, activity.

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach

- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families

Skills 2-3 years

- Play with increased confidence on their own
- Develop friendships with other children
- Feel confident when taken out around the local neighbourhood e.g. Barker's Park and enjoy exploring new places with familiar adults in the setting
- Feel strong enough to express a range of emotions
- Be increasingly able to talk about and manage their emotions, sometimes using props as a support e.g. The Colour Monster book
- Begin to show effortful control e.g. waiting for a turn or resisting the impulse to push their way to the front
- Begin to take turns with resources, with some help from adults
- Begin to follow some rules
- Notice and ask questions about differences, e.g. skin colour, gender etc
- Put on their own coat and wellies
- Go to the toilet, sometimes with help and wash their hands independently

Skills 3-4 years

- Select and use activities and resources, with help when needed.
- Play with one or more children, extending and elaborating play ideas e.g. building simple role play in the home corner
- Show more confidence in new social situations
- Talk about their feelings using words like, happy, sad, angry, worried, scared
- Talk about their likes and dislikes
- Understand gradually how others might be feeling e.g. comforting another child when they are upset
- Take turns with resources, sometimes with support
- Find solutions to conflicts
- Increasingly follow classroom rules, understanding why they are important e.g. tidying up
- Remember rules, without needing an adult to remind them
- Develop their sense of responsibility and membership of a community e.g. know they belong to the class community
- Form good bonds with adults and peers
- Put on and zip up their own coat and put on their wellies
- Go to the toilet and wash their hands independently
- Start to eat independently
- Talk about making healthy choices about food, drink, activity and tooth-brushing

Skills 4-5 years

- Work and play co-operatively with others, listening to each other and incorporating/ elaborating on each other's ideas
- See themselves as a valuable individual
- Identify and moderate their own feelings socially and emotionally and suggest ways to improve feelings e.g. if they are feeling angry/upset
- Express their feelings and consider the feelings of others/Think about the perspectives of others
- Show resilience and perseverance in the face of challenge
- Take turns and be able to wait for what they want and control their immediate impulses when appropriate
- Explain the reason for rules, know right from wrong and try to behave accordingly
- Form good bonds with adults and peers
- Manage their own basic hygiene and personal needs
- Eat independently and use a knife and fork appropriately
- Talk about and make healthy choices about food, drink, activity and tooth-brushing

Impact

By the end of Foundation Stage children will be able to:

- Make positive relationships
- Share and take turns
- Wait for their turn
- Focus their attention

- Persevere
- Manage risk and keep themselves safe
- Follow rules and manage their own behaviour
- Compromise and negotiate to resolve conflict
- Express and talk about their emotions
- Follow instructions
- Dress and undress
- Manage their own personal hygiene

Early Learning Goals

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.

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.

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.

Links to Key Stage One Curriculum

Health and Wellbeing

about different feelings that humans can experience

how to recognise and name different feelings

how feelings can affect people's bodies and how they behave

how to recognise what others might be feeling

to recognise that not everyone feels the same at the same time, or feels the same about the same things

about ways of sharing feelings; a range of words to describe feelings

about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
to recognise what makes them special
to recognise the ways in which we are all unique
how to manage when finding things difficult
about growing and changing from young to old and how people's needs change
about preparing to move to a new class/year group
about rules and age restrictions that keep us safe

Relationships

to communicate their feelings to others, to recognise how others show feelings and how to respond
to recognise that their behaviour can affect other people
the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
to recognise what is fair and unfair, kind and unkind, what is right and wrong
to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
to offer constructive support and feedback to others
to identify and respect the differences and similarities between people
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
How to respond safely to adults they don't know
About how to respond if physical contact makes them feel uncomfortable or unsafe
About knowing there are situations when they should ask for permission and also when their permission should be sought
About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
About what is kind and unkind behaviour, and how this can affect others
About how to treat themselves and others with respect; how to be polite and courteous
To recognise the ways in which they are the same and different to others
How to listen to other people and play and work cooperatively
How to talk about and share their opinions on things that matter to them

Living in the wider world

about what rules are, why they are needed, and why different rules are needed for different situations

how people and other living things have different needs; about the responsibilities of caring for them
about things they can do to help look after their environment
about the different groups they belong to
about the different roles and responsibilities people have in their community
to recognise the ways they are the same as, and different to, other people
about how the internet and digital devices can be used safely to find things out and to communicate with others
about the role of the internet in everyday life
that not all information seen online is true
what money is; forms that money comes in; that money comes from different sources
that people make different choices about how to save and spend money
about the difference between needs and wants; that sometimes people may not always be able to have the things they want
that money needs to be looked after; different ways of doing this
that everyone has different strengths
that jobs help people to earn money to pay for things
different jobs that people they know or people who work in the community do
about some of the strengths and interests someone might need to do different jobs