

EYFS – Personal, Social and Emotional Development

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS PSED Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

PSED Opportunities in EYFS

Self-Regulation	Managing Self	Building Relationships
• Have high expectations for children following instructions, with high levels of support when necessary. • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions. • Help children to set own goals and to achieve them. • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	• Offer constructive support and recognition of child’s personal achievements. • Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. • Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Model practices that support good hygiene, such as insisting on washing hands before snack time. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.	• Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. • Take opportunities in class to highlight a child’s interests, showing you know them and about them. • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children’s play regularly involves sharing and cooperating with friends and other peers. • Allow children time in friendship groups as well as other groupings.

• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. • Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.	• Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. • Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day. • Talk with children about exercise, healthy eating and the importance of sleep. • Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. • Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.	• Congratulate children for their kindness to others and express your approval when they help, listen and support each other.
Development Matters 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: Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian		

Assessment	
Autumn 2	Spring 2
Self-Regulation: - Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. - Explain to an adult what has happened when they are upset. - “Bounce back” quicker after upsets and with more independence. - Follow familiar, routine instructions independently.	Self-Regulation: - Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> - Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i> - Follow two-step instructions. - Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.
Managing Self: - Use the toilet independently and wash their hands well, knowing why this is important. - Undress independently with help for buttons - Do up their coat. - Abide by most of the rules of the classroom. - Try new activities independently or with peers.	Managing Self: - Dress and undress independently. - Discuss how to keep teeth healthy. - Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. - Begin to persevere when something is challenging. - Work on short activities independently
Building Relationships: - Join in with a group of children who are playing. - Form some closer friendships and seek them out to initiate play. - Speak to peers within a game or activity. - Take turns, with adult support, e.g. when playing a board game.	Building Relationships: - Hold back & forth conversations, listening to their peers’ ideas and responding appropriately. - Show empathy in simple ways, e.g. finding an adult for a child who is hurt. - Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. - Take turns with a little support from an adult or with the systems in place, e.g. sand timers.
Vocabulary	
emotions, feelings, happy, sad, frustrated, fair, worried, confused, angry, upset, try, challenge, explore, independent, determined, like/dislike, exercise, sleep, germs, safe, rules, stranger	

ELG: Self-Regulation (Statutory)
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 (Statutory)
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 (Statutory)
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.



Wensley Fold EYFS PSED Coverage

Many of the areas in PSED are ongoing throughout the year and are continuously addressed and reviewed. The below is the taught PSED coverage throughout the year.	
Autumn 1	Autumn 2
Marvellous Me!	Magical Tales
- Behaving appropriately in our new school and school/classroom rules - Expressing and talking about our feelings and opinions and considering how others might feel - Working on strategies to stay calm - Learning about school routines and expectations such as tidy up time, taking turns, waiting patiently. - Model good hygiene e.g. handwashing before snack and toileting and oral hygiene (visit from a dentist) - Talking about my likes, dislikes and our families and culture. - Talk and Listening guidelines - how should we listen to each other – playing barrier games - Modelling and practicing good sharing and cooperation with friends	- Friendship Week (Anti-Bullying Week) – Whole school focus e.g. One Kind Word - Looking back to September – How did I feel? Discussing ways to deal with feelings and problems. - Sharing our interests and talking about what we enjoy - Reading stories and discussing how to deal with different challenges and feelings.
Spring 1	Spring 2
Starry Sky	Staying Safe
- New Year's Resolutions – set ourselves some new goals and try to reach them. - Healthy eating, drinking and exercise and the importance of sleep - Learning how to relax - Safe Touch – Peer Massage - Pants Rule (being private – just for us) - Good personal hygiene (as part of a bedtime routine)	- How should we travel safely around our community e.g. safe pavement walking, road crossing, holding hands with an adult - Staying safe and being considerate on our outdoor wheeled toys – stopping quickly - Road Safety - Stranger Danger/Getting Lost
Summer 1	Summer 2
Healthy Lifestyles	Changes

• Healthy food choices • Healthy choices about screen time • Reading stories and other activities about healthy lifestyles and exercise (e.g. gym role play area, physical challenges in provision)	• Money – saving and spending, wanting and needing • Preparing for year 1 – meeting my new teacher • Reaching my goals and reflecting • How life can change – including moving on, bereavement, new siblings, moving house
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Books about Feelings:

The Colour Monster

Owl Babies

When Sadness Comes to Call

Silly Billy (worrying)

Happy, Sad, Feeling Glad

Ruby's Worry

Me and My Fear

Books about Healthy Eating:

Eat Your Peas

Books about Bullying:

Kindness is my Superpower

The Ugly Duckling

Books about staying calm:

Striker, Calm Down!

Little Monkey Calms Down

Go Yogi: Everyday yoga for calm, happy, healthy little yogis

Books about stranger danger and getting lost/losing parents:

Owl Babies

Books about bereavement and loss:

The Paper Dolls

Books about being different

Elmer

Books about friendships and sharing:

The Rainbow Fish

Lost and Found

The Smartest Giant in Town

The Bear who Stared

Have You Filled a Bucket Today?