



Breadsall C of E Primary School

Early Years Foundation Stage
POLICY DOCUMENT

Personal, Social and Emotional Development (Primary area of learning)

Milly Bould

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We follow the **Early Years Foundation Stage Statutory Framework (2021)** which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** in all early years settings so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles shape EYFS practice at our school. These are:

- **A Unique Child** : every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**: children learn to be strong and independent through positive relationships
- **Enabling Environment**: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development**: Children develop and learn at different rates. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately with due regard to the three **characteristics of effective teaching and learning** which 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 achievements •
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Personal, Social And Emotional Development is about emotional well-being and knowing who you are and where you fit in, and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

This area of learning involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

EYFS Statutory Educational Programme for 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.

Aspects of Personal, Social and Emotional Development (PSED):

PSED is made up of the following aspects:

Self-Regulation

Managing Self

Building Relationships

Aims and Objectives:

We aim to help children to -

- Develop a positive self-image
- Develop the confidence to seek help or support if needed
- Develop a positive disposition to learn
- Feel safe, secure and able to trust the practitioners who work with them
- Develop awareness of the boundaries for acceptable behaviour
- Develop positive relationships

- Learn to be strong and independent through positive relationships
- Learn to respect themselves and others
- Learn to self-manage their personal care.
- To know ways of keeping healthy
- To understand that they can make good and bad choices each of which have consequences
- To achieve the ELGs at the end of the Reception year, which are as follows:

Personal and Social Development ELGs

Self-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.

Managing Self.

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- 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.

- 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.

Methodology:

- Establishing constructive relationships with children, with other practitioners, between practitioners and children, with parents and with workers from other agencies, that take account of differences and different needs and expectations
- Finding opportunities to give positive encouragements to children, with practitioners acting as positive role models
- Planning opportunities for children to work alone and in small and large groups
- Ensuring that there is time and space for children to focus on activities and experiences and develop their own interests

- Planning activities that promote emotional, moral, spiritual and social development alongside intellectual developments
- Providing opportunities for play and learning that acknowledge children's differences
- Planning for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care

Time Allocation

Because of the nature of this area of learning and the fact that it is an intrinsic part of every child's daily life at school it is difficult to be precise about the exact amount of time allocated each week to Personal, Social and Emotional Development.

Learning Support (See Learning Support Policy)

Those children with particular physical, behavioural or communication difficulties are provided with extra support for personal, social and emotional development.

Resources:

- Role play materials
- Books and stories
- Reward stickers/charts
- Occasional use of ICT

Use of I.C.T.

- Use of IWB, Ipads and camera

Recording

- Photographic and video evidence
- Observations

Assessment and Reporting

- Ongoing assessment based on observations.

- Parents are seen daily when they deliver their child to the classroom or pick them up at the end of the day, and this time can be used to chat informally about any aspect of a child's day at school.
- Parents are invited a termly parent teacher meeting to discuss the EYFS Learning Journey/Profile and associated evidence.
- Parents receive a written report at the end of the Summer Term.

Reception Progression of Skills for Personal, Social and Emotional Development

In their Reception year we would normally expect pupils to have been provided with sufficient learning opportunities to enable them to achieve all Early Learning Goal descriptors in Personal, Social and Emotional Development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Reception Skills	<i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Choose an activity independently. Have confidence to join in with whole group activities. Demonstrates friendly	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. Regulate own behaviour and follow school expectations Begin taking turns and work with friends. Follow instructions Say 'stop' loudly if	Show pride in achievements. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. Set own goals Begin to develop self-motivation Begin to persevere with challenging tasks Use cutlery independently for	Can make choices and communicate what they need. Show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Understand that people need help. Identify ways of	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i> To understand how to make the right choices and the consequences of not making the right ones. To negotiate with others and stay	<i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. To discuss and have pride in achievements in Reception and dreams for Yr 1.	<u>Self-Regulation.</u> 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

	behaviour. Dress/ undress and manage self- care independently	you don't like something in play and to tell an adult if it continues.	cutting and eating. Work with a partner	being kind to others and how this will make them feel. Practise good table manners	friends. To talk about own feelings.		several ideas or actions. <u>Managing Self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
Reception Knowledge	To understand some ways to be a good friend. To know different emotions and ways of recognising them	To understand different people celebrate different things. To talk about our similarities and differences and recognise that being different is ok To learn to respect other people's personal space	To learn right from wrong. To know that it is ok to make mistakes.	To talk about the effect my behaviour has on others. To know ways of keeping healthy eg eating, exercise, sleep, oral hygiene, handwashing, screen time	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To be able to talk about the relationships they have at home with their family and friends.	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 <u>Building Relationships.</u> 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.