

EYFS Personal, Social and Emotional Development Overview

Early Learning Goals:

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Assessing a Knowledge Rich Curriculum:

Skills: Self-Regulation	Skills: Managing Self	Skills: Building Relationships
To express feelings and to recognise when someone else is expressing a feeling. To begin to see the perspective of others	To be curious and full of wonder. To be willing to try. To want to learn from mistakes. To focus on what is relevant. To show determination. To be open to new ideas. To be strategic, give reasons and solve problems.	To make friends. To understand other people's ideas. To respond appropriately to others. To work as a team and by yourself. To encourage others. To influence others. Can solve problems and discuss.
Knowledge	Knowledge	Knowledge
To see themselves as a valuable individual. Identify and moderate feelings. know what feelings are (anger, sadness, joy, love, confusion, fear) To know how feelings can affect your body. To know strategies to change the impact on our body (mindfulness, breathing, quiet space, things that make us happy) To express feelings and to recognise when someone else is expressing a feeling. To begin to see the perspective of others To know that we can control our emotions. To know that children can confidently identify and moderate their own feelings socially and emotionally.	Children show resilience and perseverance in the face of challenge. Children know that trying hard pays off. Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity , - healthy eating , - tooth brushing , - sensible amounts of 'screen time' , having a good sleep , routine ,- being a safe pedestrian. Know how to manage their own needs.	Know that they are a valuable individual. Know how to build constructive relationships. Know what makes a good friend and what contributes to a friendship breaking down. Know that friendship means caring for another person and understanding their feelings and perspective. Know that good friendships are increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Know how to resolve a conflict by talking about perspective and to negotiate and find a compromise. Know the things that make them feel safe. Know that each friend may have different relationships in their lives and this may have impact on their understanding of what makes a consistent and stable relationship.

What does it mean?

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. PSED is fundamental to all other aspects of life-long development and learning, and is key to children's well-being and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn. A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children.

Possible Enrichment:

Children will have access to class pets including guinea pigs and chicks which they will be encouraged to care for. Children will develop links with the local care home and develop friendships with the elderly. There will be a variety of trips, visits, exposure to art, music and risk taking activities (camp fires / woodland walks / den building / woodwork bench) designed to promote children personal development. Children will be taken on weekly walks around our locality. Learning Stories mean children's interests are understood and we empower them by listening to their ideas. Welcoming nurturing classroom environment. Circle Time. Daily chats with class with any incidents that occur. Build a rainbow for behaviour and values. Certificates for characteristics of effective learning-threaded through all learning.

Resources:

Access to a range of resources and experiences to challenge children. Specific emotional support to teach children mindfulness techniques and self regulation techniques. Adults being aware of ACES - nurture needs, thrive, ECAT, BLAST. The team offer a welcoming nurturing classroom including a range of high quality play equipment to suit the needs of all children including sand, water, malleable, creative, large and small construction, small world, role play, dressing up, natural resources in a well organised setting. All classes share skills continuum for each area of provision.

SMSC

- **Spiritual** I can develop resilience and spiritual depth by developing qualities of self-discipline, commitment and perseverance.
- **Moral** I am aware of one's own strengths and limitations by thinking about the consequences of right and wrong behaviour, applying this in play, by exploring what is right and wrong and by sharing of resources.
- **Social** I am developing awareness of and responding to others' needs and wants. By engaging in play; sharing and turn taking. By considering different perspectives and developing compromise. By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By helping pupils to engage in a democratic process for agreeing classroom rules.
- **Cultural** By exploring conflict and resolution and by exploring similarities and differences and how respect for others can be expressed I am able to build self-esteem and encourage self-worth.

British Values

- **Democracy** within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each others feelings and talk about how we feel.
- **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards.
- **Tolerance of other religions.** We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations.
- **To promote mutual respect we promote sharing and respecting opinions.** Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community.
- **Individual Liberty** – children have freedom for all, focusing on people, communities, self-confidence and awareness. Children need to have a positive sense