



# Educational Programme taken from the Statutory Framework for the Early Years Foundation Stage September 2021

## **Personal, Social and Emotional Development**

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.



|                  | <b>Self-Regulation</b>  | <b>Managing Self</b>  | <b>Building Relationships</b>   |
|------------------|---|---|---|
| <b>Nursery</b>   | Express emotion<br>Wait for a short period of time for needs to be met<br>Show concern for others<br>Explore the environment<br>Talk about the things they are good at<br>Follow the rules  | Try new food<br>Following boundaries to keep self safe<br>Identify own belongings (e.g. coat)<br>Take control of own hygiene (e.g. going to the toilet independently or washing hands)  | Separate from main caregiver with support<br>Name a friend<br>Play alongside another child<br>Listen to advice to resolve a conflict<br>Name staff members in setting<br>Take turns with support                      |
| <b>Reception</b> | Show emotion appropriately<br>Consider the feelings of others<br>Show a response to a situation appropriately<br>Embrace new opportunities<br>Listen to the idea of another person<br>Show respect<br>Choose an activity and show an interest<br>Talk about the abilities of oneself and others<br>Talk about own next steps in learning<br>Explain why we have rules | Take responsibility of own belongings (i.e. at the end of the day)<br>Get dressed and undressed independently<br>Recognise when hot or cold and act accordingly (i.e. add or remove clothing)<br>Talk about healthy food<br>Talk about the need for good health and hygiene (e.g. brushing teeth)<br>Assessing own risk and talking about how to keep safe (e.g. road safety) | Separate from the main caregiver without support<br>Can talk about what a friend is<br>Play with another child<br>Create advice to resolve a conflict<br>Name staff members in school<br>Share fairly without support |

Support programmes in use: Lego Therapy, Talk Boost, Behaviour Policy