

## Early Years Foundation Stage

### Area of Learning and Development - PSED

#### 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.

<b>Development Matters Non-Statutory</b>	<b>Early Learning Goal Self-Regulation Statutory</b>	<b>Early Learning Goal Managing Self Statutory</b>	<b>Early Learning Goal Building Relationships Statutory</b>
<p>Children in Reception will be learning to:</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>Children at the expected level of development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>	<p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

**Planning for Learning (LPDS)**  
**Skills, Knowledge, Concepts – what children can do, know and understand.**

**Key Learning linked to PSED – Self-Regulation**

**Express feelings**

Show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.

**Communication**

Make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.

Recall experiences, initiate an apology when appropriate.

**Respond**

Follow instructions, requests, and ideas in a range of contexts and situations.

**Understand feelings**

Talk about and discuss with others how they feel; explain why they are experiencing particular feelings.

**Manage feelings and behaviour**

Understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.

**Understand how others feel**

Show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.

**Active learning**

Engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.

**Key Learning linked to PSED – Managing Self**

**Self-awareness**

Know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.

**Work together**

Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.

**Independence**

Select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.

**Confidence**

Try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.

**Responsibility**

Take care of their own belongings, take care of the belongings of others and class resources.

**Communication**

Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.

**Self-care**

Eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.

**Safety**

Understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.

**Keeping healthy**

Knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.

**Vocabulary**

Use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.

**Communication**

Communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults.

**Key Learning linked to PSED – Building Relationships**

**Build friendships**

Engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.

**Work together**

Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration

**Use language**

To negotiate, co-operate, plan and organise play, resolve conflict.

**Social skills**

Observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.

**Recognise the needs of others**

Show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.

**Communication**

Use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions

**Key Vocabulary**

Emotions, feelings, relationships, happy, sad, angry, frightened, pride, excited, kind, friendly, rules, co-operation, resilience, perseverance, behaviour, respect, community, share, help, negotiate, turn taking, resilience, care, choice, decision, confidence, healthy, unhealthy, exercise, hygiene, safe, danger