

St Charles' Catholic Primary School

Early Years

Personal, Social and Emotional Development

**Note: This should be delivered alongside RSHE
Curriculum**

Reception

St Charles' Catholic Primary School
Personal Social and Emotional Development Overview

Personal, social and emotional development skills are viewed as core and are promoted across the curriculum.

Clear expectations through our school footsteps and class rules and routines.

Whole school RHE programme that develops pupils PSED skills in line with the Catholic Ethos of the school.

Commando Joe programme to develop core traits such as respect, team work and communication.

Ownership and class community developed so that children look after and care for resources and their classroom.

Independence hygiene and self-help skills promoted daily.

Targeted whole class, group or individual interventions to support progress in personal, social and emotional development.

Staff as behaviour role-models - modelling, extending, questioning and conversating.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.
Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's PSED through including them when learning about families and inviting them in to school as well as online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



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.

Statutory Framework

Reception – Personal Social and Emotional Development
Self – Confidence and Self-awareness
Managing Self

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 National Curriculum
Range 4-5 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Range 6 See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own needs. See RSHE curriculum ELG: Managing Self 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.	See RSHE Curriculum

Adults Role	Learning Environment
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. 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. Help children to set own goals and to achieve 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. Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Record individual achievements which reflect significant progress for every child in their learning journal. Praise children for their achievements, including the process not just outcome. Use school policy of postcards, stickers and phone calls home to celebrate children's success.	Make resources easily accessible at children to promote independence. Ensure that the learning environment promotes independence. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. Use displays to promote children's achievements.

Key Skills	What will these skills look like?
▪ Can communicate their needs with others ▪ Can share their interests with others ▪ Can share their own opinions ▪ Talks about what they are good at ▪ Tries new activities ▪ Engages in challenging activities ▪ Talk about why they like particular activities ▪ Share ideas ▪ Talks to other familiar adults and children ▪ Independently selects resources that they need for their play ▪ Can explain when they do and do not need help ▪ Can talk about what they like to eat and differentiate between healthy and unhealthy choices ▪ Are able to independently use the toilet when needed and rarely have accidents ▪ Can talk about different types of exercise and why it is important ▪ Understand the importance of sleep and can talk about the effects of looking after their body ▪ Understand and can talk about ways that they can keep themselves safe ▪ Know and independently follow the class rules to stay safe e.g. walking in the classroom ▪ Can independently put their coat on ▪ Developing skills to undress and dress independently for PE	▪ Asks an adult for a tissue because they have a cold ▪ Talks about games they like to play ▪ Joins in discussions by sharing their own thoughts ▪ Shares their strengths with others e.g. I'm really good at tennis ▪ Is excited to try new activities ▪ Shows resilience when engaging in new activities ▪ When playing shares why they enjoy an activity e.g. I love playing in the sand because I can make castles ▪ In a class discussion shares their ideas or experiences ▪ Talks confidently to a range of children and adults in class ▪ Is able to select their own resources to extend their play e.g. adding small world figures to a construction they have made ▪ Ask for help when needed ▪ When having a snack, a child may comment that oranges are good for you. Can talk about treat foods such as sweets needing to be in moderation e.g. 'You should only eat a bit as they are bad for your teeth' ▪ Independently use the toilet ▪ In discussions they explain that running is good for you as it makes you strong ▪ May talk about their daily routine such as brushing teeth and going to bed ▪ Are able to talk about ways that they can keep safe e.g. when crossing the road. ▪ Are able to independently follow the class rules ▪ Are able to put their coat on independently, they may need support with zips and buttons ▪ Are able to follow instructions to take their clothes off and put them in their bag and get changed into their PE kit.

Reception – Personal Social and Emotional Development

Self-Regulation

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 National Curriculum
Range 4-5 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Range 6 Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. See RSHE curriculum ELG: Self-Regulation 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.	See RSHE Curriculum

Adults Role	Learning Environment
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. 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. 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. 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. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Introduce school footsteps and model language using positive reinforcement e.g. well done you are including everyone and reminding children of the rules when they are not following them. Use school behaviour policy and colour system to reinforce behaviour. Show your own concern and respect for others, living things and the environment. Establish routines with predictable sequences and events using daily visual timetable. Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Model being fair, e.g. when choosing children for special jobs. Be alert to injustices and let children see that they are addressed and resolved. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Encourage children to think about issues from the viewpoint of others. Make time to listen to children respectfully and kindly, and explain to all the children They will then know that they will be listened to when they raise injustices. Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely Use RHE curriculum to deliver weekly PSED focus sessions.	Provide activities that require give and take or sharing for things to be fair. Use Persona Dolls to support children in considering fair ways to share and get on with each other. Provide quality books with stories about characters that follow or break rules, and the effects of their behaviour on others. Use class visual timetable to explain routines.

Key Skills	What will these skills look like?
▪ Can talk about how they are feeling and how their actions might affect others ▪ Can take turns ▪ Can share resources with others ▪ Are able to wait ▪ Can follow instructions ▪ Understand that they may not always get what they wish for ▪ Can explain the school footsteps ▪ Understand that different behaviour is expected at different times ▪ They follow the school footsteps ▪ They help to look after their class ▪ Are able to positively deal with changes in routines	▪ Share how they are feeling and talk about things that might upset others e.g. you need to share or you will make them sad ▪ When playing a game waits patiently for their turn ▪ When playing independently shares resources with others ▪ When teacher gives instructions to stop and tidy up, they listen and follow instruction ▪ Wait for their turn when playing a game ▪ In discussions talks about the school footsteps and what they mean ▪ When sitting for whole class teaching understand that they cannot talk freely ▪ Tidy up without having to be asked

Reception – Personal Social and Emotional Development Building Relationships

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 National Curriculum
Range 4-5 Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling.	Range 6 Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. See RSHE curriculum ELG: Building Relationships 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.	See RSHE Curriculum

Adults Role	Learning Environment
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. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. 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. 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. 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. 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. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Introduce school footsteps and model language using positive reinforcement e.g. well done you are including everyone and reminding children of the rules when they are not following them. Use school behaviour policy and colour system to reinforce behaviour. Show your own concern and respect for others, living things and the environment. Establish routines with predictable sequences and events using daily visual timetable. Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Model being fair, e.g. when choosing children for special jobs. Be alert to injustices and let children see that they are addressed and resolved. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Encourage children to think about issues from the viewpoint of others. Make time to listen to children respectfully and kindly, and explain to all the children They will then know that they will be listened to when they raise injustices. Plan small group circle times when children can explore feelings, e.g. help children to recall when they	Provide activities that involve turn-taking and sharing in small groups. Plan for activities that involve team work. Provide opportunities for children to develop conversation skills for example a curiosity box.

were happy, when they were excited, or when they felt lonely
 Use RHE curriculum to deliver weekly PSED focus sessions.
 Support children in linking openly and confidently with others, e.g. to seek help or check information.
 Model being a considerate and responsive partner in interactions with the use of talk partners
 Ensure that children and adults make opportunities to listen to each other and explain their actions.
 Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.
 Use RHE curriculum to deliver weekly PSED focus sessions.

Key Skills	What will these skills look like?
- Can talk about how they are feeling and how their actions might affect others - Can take turns - Can share resources with others - Listens and responds appropriately to others in conversation - Asks for help or checks information with another child or adult - Shares their own knowledge with others - Asks others questions - Is able to find a solution to conflicts with others - Can follow rules in group games - Can take account of other people opinions - Builds positive relationships with other children and adults in the class	- Share how they are feeling and talk about things that might upset others e.g. you need to share or you will make them sad - When playing a game waits patiently for their turn - When playing independently shares resources with others - When playing starts a conversation with another child - Is able to successfully hold a conversation, speaking and waiting for an answer - Checks how long it is until lunch - When learning about plants shares their knowledge e.g. sharing that they know plants need water to grow - Ask others questions about their experiences or play - When playing resolves, a conflict e.g. by sharing a resource - When playing snakes and ladder they wait for their turn - Listens to other people's views and adapts their play appropriately - Has a group of friends, is confident talking to children that they may not always play with and familiar adults in the class