



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT - PSHE ELEMENT (SELF REGULATION, MANAGING SELF AND BUILDING RELATIONSHIPS STRANDS)

**Intent** 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.

### Relevant Development Matters Statements and ELGs

#### Reception – Development Matters

- See themselves as a valuable individual, manage their own needs and moderate their own feelings socially and emotionally
- Build constructive and respectful relationships, express their feelings and consider the feelings and perspectives of others
- Show resilience and perseverance in the face of challenge

#### Early Learning Goals (ELG)

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- 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
- Work and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others needs

### Key Experiences

- We use Think Equal stories and pictures to support our discussions and activities. We also use Kapow to supplement this where necessary.
- Internet safety day – relevant stories to support our discussions.
- NSPCC PANTS sessions given
- The Colour Monster book is used as a basis to identify and describe our feelings
- We are embedding our five British Values and the Protected Characteristics in age appropriate ways including using stories

### What this looks like in an EYFS Environment

All children take part in weekly 'Circle Time' sessions. These sessions present children with real life scenarios to allow for opportunities to discuss appropriate responses and actions. Quality adult interaction and support means children can then apply these responses in situations relevant to them. Longer sessions of continuous provision allow children to build strong friendships and face real life dilemmas.



Our curriculum is underpinned by our RESPECT VALUES, which are covered throughout all subjects. The following values are exemplified in this subject:

**Resilience:** The opportunity to discuss (sometimes tricky) topics, emotions and decision making

**Empathy:** The opportunity to see things from different viewpoints and standing in someone else's shoes – different scenarios

**Self-awareness:** Being aware of how our actions can impact on others as well as ourselves e.g. being responsible, keeping healthy and computer safety

**Positivity:** Being aware that positive thoughts, lead to positive actions and positive feelings.

**Excellence:** Recording our work, thoughts and feelings in a number of different ways

**Communication:** The opportunity to listen to other people's viewpoints and discuss them.