

St Charles' Catholic Primary School

Early Years

Personal, Social and Emotional Development

Nursery

**8Note: This should be delivered alongside the RHSE
Curriculum**

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

Nursery – Personal Social and Emotional Development

Managing Self

Prior Learning	Nursery Birth to 5 Matters	Future Learning (ELG)
Range 1-4 Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	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. ELG: Managing Self Children at the expected level of development will: <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.
Adults Role		Learning Environment
Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack. Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.		Vary activities so that children are introduced to different materials. Make resources easily accessible at children to promote independence. Ensure that the learning environment promotes independence. Support children in taking ownership of their classroom and resources and in keeping it tidy. Invite a range of different adults into the learning environment.

<p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> <p>Recognise that children's interest may last for short or long periods, and that their interest and preferences vary and use daily reflective planning sessions to support plan opportunities to plan for this. Value and support the decisions that children make by including opportunities for children to share their opinions and make decisions e.g. voting for a story or nursery rhyme.</p> <p>Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else.</p> <p>Be aware of cultural differences in attitudes and expectations.</p> <p>Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.</p> <p>Encourage children to see adults as a resource and as partners in their learning.</p> <p>Praise children for their achievements, including the process not just outcome.</p> <p>Use school policy of postcards, stickers and phone calls home to celebrate children's success.</p>	<p>Use displays to promote children's achievements.</p> <p>Create displays and learning opportunities for example home corner play that encourage the children to talk about their own experiences.</p> <p>Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.</p>
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Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can independently access a range of resources within the learning environment Enjoys helping adults with class tasks Can follow class rules and routines Can talk about why some rules are important Enjoys receiving praise for their achievements Is assertive in their play choices Is confident to talk to a range of adults in the learning environment Talks to friends to solve conflicts 	<ul style="list-style-type: none"> Plays independently in the learning environment, accessing self-choosing resources to support their play Helps to hand out milk cartoons at snack time Follows class rules and routines most of the time without the need to be reminded Explains why it is important to use walking feet inside Smiles when they receive praise Is confident following their own interests in class and will ask for resources Acknowledges and welcomes new adults in the learning environment Whilst playing resolves arguments with their friends e.g. taking turns to be Spiderman in a game

Nursery – Personal Social and Emotional Development

Self-Regulation

Prior Learning	Nursery Birth to 5 Matters	Future Learning (ELG)
<p>Range 1-4</p> <p>Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Range 4-5</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Range 6:</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>ELG: Self-Regulation</p> <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.
Adults Role		Learning Environment
<p>Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space.</p> <p>Support children to carry out decisions, respecting the wishes of the rest of the group.</p> <p>Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers.</p> <p>They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children.</p> <p>Model positive play and co-operation.</p> <p>Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</p> <p>Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.</p> <p>Children with high levels of negative emotion need clear boundaries and routines.</p>		<p>Provide photographs and pictures of emotions for children to look at and talk about. Use high quality texts that share emotions e.g. The Colour Monster.</p> <p>Make available a range of music that captures different moods.</p> <p>Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.</p> <p>Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.</p> <p>To support children with SEN, use a sequence of photographs to show the routines in the setting.</p> <p>Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities.</p> <p>Provide materials for a variety of role play themes.</p>

<p>Practitioners to interact calmly and sensitively with them.</p> <p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> <p>Name and talk about a wide range of feelings whilst children are playing, adult led activities and stories, make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.</p> <p>Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ask children for their ideas on what might make people feel better when they are sad or cross.</p> <p>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.</p> <p>Show your own concern and respect for others, living things and the environment. Establish routines with predictable sequences and events using daily visual timetable.</p> <p>Prepare children for changes that may occur in the routine.</p> <p>Share with parents the rationale of boundaries and expectations to maintain a joint approach.</p> <p>Model and involve children in finding solutions to problems and conflicts.</p> <p>Collaborate with children in creating explicit rules for the care of the environment</p>	<p>Provide a safe space for children to calm down or when they need to be quiet.</p>
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Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can resolve conflicts whilst playing Can follow class rules and routines Can talk about why some rules are important Can use talk to Can talk about how they are feeling with an increasing range of words Recognises how others are feeling Tries find solutions to disagreements Comforts others when they are upset Is aware of how they are expected to behave Can name some of the school footsteps Helps to tidy up 	<ul style="list-style-type: none"> When playing with friends work out a solution to share a resource Follows class rules and routines most of the time without the need to be reminded Explains why it is important to use walking feet inside Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Uses simple language to describe how they are feeling e.g. I feel sad, I want Mummy. Comments that another child is angry When playing with another child, independently works out how to share a resource Follows the school footsteps In discussion with an adult shares a school footstep e.g. 'we have to include everyone.' Puts resources away at tidy up time.

Nursery – Personal Social and Emotional Development Building Relationships

Prior Learning	Nursery Birth to 5 Matters	Future Learning (ELG)
Range 1-4 Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Look back as they crawl or walk away from their key person. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Look for clues about how to respond to something interesting. Develop friendships with other children	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. ELG: Building Relationships Children at the expected level of development will: <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.
Adults Role		Learning Environment
Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack. Invite trusted people into the setting to talk about and show the work they do. Some examples of this might be plumbers, artists or firefighters. Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship. Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest. Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children.		Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Ensure a range of resources from different cultures. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.

Model positive play and co-operation.
 Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.
 Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"
 Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults, modelling the correct behaviour and using the school footsteps to reinforce.
 Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.
 Use school footsteps to encourage care and love for all.
 Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.
 Plan support for children who have not yet made friends.
 Plan activities that require collaboration, such as parachute activities and ring games.

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can play with other children Develops role-play that builds on and links with other children's play Can resolve conflicts whilst playing Tries find solutions to disagreements Shows a sense of belonging to the class Can be outgoing to new people such as visitors to the class Can manage changes to staffing/routines Plays with others in the same theme for sustained periods of time Are friendly to others and uses talk to develop relationships Builds relationships with other children and adults in the class Starts to understand how others may be feeling 	<ul style="list-style-type: none"> Plays with other children in the class Uses role-play areas to play with others When playing with friends work out a solution to share a resource When playing with another child, independently works out how to share a resource Talks about their class or friends Show more confidence in new social situations. Welcomes new people into their class Plays with other children, engaged for a sustained amount of time Welcomes other children to play with them Knows the names of other children and familiar adults and feels comfortable talking to them Takes the feelings of others into account when playing