



Longvernal Primary School

EYFS Curriculum 25/26

Personal, Social and Emotional Development

Early years foundation stage statutory framework

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.

Personal – For children to be able to develop a positive sense of self and have confidence in their own abilities. By knowing our children well, we can support them to be healthy and develop the dispositions and attitudes that will enable them to be effective lifelong learners.

Social – Knowing how to support children to develop warm, positive relationships and interactions, through modelling routines, rules and expectations that help children learn how to get along with each other.

Emotional - Planning sessions that develop an understanding of their own and other's emotions.

PSED includes social and emotional learning (SEL) and a child's ability to self-regulate.

Self-regulation involves a complex range of skills and abilities that enable children to monitor their emotions and thoughts and choose how to adapt their behaviour in different circumstances. It also includes working towards a goal, which may be self-chosen or guided by a suggestion or request from an adult. Very young children begin to develop their self-regulation, in part, through close support and co-regulation from the adults around them. Through teaching, modelling, and practise, children gain an increased capacity to regulate their thoughts, emotions, and actions.

Self-regulation supports children's executive function.

Executive function refers to a set of skills that are often used together. These require teaching and modelling, practice, and repetition to develop. Executive function can help children resist their impulses and control how they direct their attention. Executive function also helps children to hold information in mind so they can apply it, such as remembering the rules of a game while they play.

Co-regulation occurs when a child receives warm, responsive support from an adult to bridge the gap between the child's current and their potential capacity to regulate in a particular task or situation. Soothing, calming, and supportive interactions with trusted adults play a crucial role in enabling children to regulate and develop their self-regulation skills.

What does the evidence say? (EEF, 2023)

- Educators supporting children to notice and connect their reactions, feelings and emotions and label them correctly has been shown to be effective with children as young as 2 years old.
- Proactively and explicitly teaching children strategies for managing their emotions is an effective approach for improving children's PSED outcomes, especially those from lower-income households (e.g. Pupil Premium children).
- Showing children good examples of social communication e.g. eye contact, pointing, waving and following this with conversations can help children to understand and follow the rules of social communication.
- Evidence shows that children can build relationships and improve relationship skills when modelled by educators and other children.
- Teaching children how to sustain positive relationships can have an impact on their social skills and understanding of emotions.
- All language skills are an important part of sustaining relationships.

- Educators can support by ensuring children have opportunities to reach a shared goal and solve problems together, both with their peers and with adults.

Intent

The delivery of the Personal, Social and Emotional Development (PSED) aspect of the Early Years Foundation Stage (EYFS) is to support each child in becoming confident, resilient, independent and an empathetic individual, through the use of key worker relationships within our Nursery setting and with the familiar and consistent adults within our Reception Class setting. Through intentional activities, experiences and interactions, the children will develop a strong sense of belonging and understand how to manage their own emotions and develop a positive sense of self. Both learning environments provide a safe, nurturing experience for our children which encourages them to feel a sense of belonging. As a priority, we form mutually respectful and positive relationships with parents and carers to gain awareness of each child's individuality which can be used to enhance children's learning and development.

Implementation

Personal Development

Sense of Self

- We create a sense of belonging for each child by meeting and greeting every child, using their name, at the start of each session and providing a welcome time every session/day.
- We use visual timetables, first and next boards to support children's transitions, understanding and acceptance of consistent but flexible routines.
- We make time to get to know the child and their family through home visits, settling in sessions and all about me forms, through our key person approach.
- We provide opportunities for independence through the labelling of resources, use of visuals and create a sense of belonging by using children's own photos and names on pegs, bottles, and self-registration boards.
- We acknowledge children's adverse childhood experiences (ACES) and support children through the implementation of Emotion Coaching, Restorative Justice Behaviour Policy and support from our ELSA practitioner.
- We embed British Values of Democracy, Rule of Law, Individual Liberty, and the Mutual Respect for and tolerance of those with different faiths and beliefs and those without faith. We will do this through age developmentally and meaningful routines, conversations, texts, nursery rules, vision, values, and ethos. Adults will be open to what children say about differences and answer their questions straightforwardly, so that they will develop positive attitudes towards diversity and inclusion.
- We recognise that each child arrives with a variety of personal experiences, thoughts, and ideas. We will ensure that we support the individual child's breadth and depth of their Cultural Capital.

Health and Self Care

- We promote ways to develop a healthy mindset and lifestyle with families and children through themed events, signposting and communications including online and in newsletters.
- We support children to grow with their independent self-care routines and skills by encouraging them to dress themselves, putting on their own socks and shoes, wash their hands, cleaning their faces with cloths after mealtimes, toileting etc.
- We provide children with healthy and balanced food choices for snack and mealtimes.
- We promote oral health routines and the importance of these to children and families through our supervised toothbrushing programme.

- We ensure all children have daily access to outside and promote physical activity/play every day.
- All children participate in at least one weekly forest session, where children are encouraged to dress themselves appropriately.

Social Development

- All staff model polite and co-operative behaviour and language through their role working as a team and through our relationships with parents.
- We support, model and scaffold strategies that support children's confidence and ability to resolve conflict independently, using useful vocabulary and scaffolding scripts to support children with making relationships e.g., "stop I don't like that," "can I have a turn please?" etc.
- All staff develop warm, positive, and trusting attachments with children and their families, whilst maintain professional boundaries.
- We provide children with clear and consistent behaviour boundaries that are developmentally appropriate and support children to understand why these boundaries are needed to stay safe, be kind to others etc.
- We provide opportunities for turn-taking and collaborative play, as well as through the introduction of golden rules, and resources such as sand timers.
- We use stories, puppets, and lanyards with key visuals such as stop, no hitting, wait, etc to support children's understanding and ability to follow rules of social communication. Adults also model non-verbal communication, body positioning and language alongside gestures/Makaton signing.
- We provide time for children to experience collaborative working, valuing the process over the product. This will be supported and offered through provocations, creative and collaborative problem-solving opportunities.

Emotional Development

- Adults use the four-step framework of 'Emotion Coaching' to support children to become aware, label and understand their own emotions. Adults proactively and explicitly teach children strategies for managing their emotions:
 - 1) Recognise a child's emotion and emphasise with them.
 - 2) Label and validate a child's feeling.
 - 3) Set expectations. Not all behaviours are ok. We will teach children the expectations of a context.

4) Problem-solve with the child.

- Adults discuss emotions with children through stories, meaningful conversations, and puppet play to support their awareness of feelings.
- Adults transmit a positive sense of “you can do this” to the child to support their resilience in the face of difficulties. They also create challenge within children’s learning and play, gradually adjusting the difficulty based on the child’s performance and development.
- We ensure all children are valued and feel that they belong, through specific praise and positive reinforcement.
- Through our Restorative Justice Behaviour Policy, children are encouraged to talk and discuss through their feelings and emotions and understand the greater impact of their actions.
- We acknowledge the progression of language for emotions, building on children’s awareness of the range of emotions they may feel at each age and stage.

Bibliography

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