

Lings Pre-school - Personal Social and Emotional Development

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 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 peacefully. These attributes will provide a secure platform from which children can achieve at school in later life.

EYFS Programme of Study – Statutory Framework for EYFS 2021

Area of Learning	Autumn 1	Spring	Summer	Links to Reception
Self-regulation				
Knowledge and Skills to be taught	Daily routines, expectations for behaviour and following setting’s rule Recognising and naming feelings Free choice play: how to select activities and tidy away when finished Stopping when requested	Expressing feelings verbally Taking turns when speaking Sharing Tidying away with support	Listening to others and responding appropriately Taking turns when speaking Using words to resolve conflicts Sharing Tidying away	- 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.



Possible Lines of Enquiry	Behaviour expectations Follow daily routine	Turn taking games Circle times Tidy up routines	Circle times Role play Small world Outdoor play	
Vocabulary <i>Key words and phrases children need to know and understand</i>	Listen, tidy, share, my turn, your turn			
Ongoing throughout the year	Jigsaw PHSE programme for Pre-School Adults to role modelling and praising appropriate behaviour Visual schedules, learning to stop when asked – e.g., not continue with play at tidy up time, sharing, tidying, self-regulation when leaving adult / upset – strategies shared with the children			
Assessment checkpoint i.e., what a child on track can do by the end of the term	Children can follow simple routines Children will explore the environment and access resources Children begin to manage feelings and behaviours	Develop perseverance Children wait for their turn to speak	Begin to resolve conflicts Demonstrate empathy and understand that own actions affect others Maintain focus	

Area of Learning	Autumn	Spring	Summer	Links to Reception
Managing Self				
Knowledge and Skills to be Taught	Toileting Eating Always try – putting on own coat, shoes etc Accessing resources independently Can ask for help Try new things			- 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.
Possible Lines of Enquiry	Use the toilet and washing their hands Snack/ lunch time Model language and action to support sharing and turn taking Opportunities to try new experiences Develop a can-do attitude Going outside: putting on coat, wellies (hat, scarf, gloves etc)			
Vocabulary <i>Key words and phrases children need to know and understand</i>	Toilet, flush, wash hands, dry, eat, try, help			
Ongoing throughout the year	Visual schedules, learning to stop when asked – e.g., not continue with play at tidy up time, sharing, tidying, self-regulation when leaving adult / upset – strategies shared with the children			



<p>Assessment checkpoint</p> <p>i.e., what a child on track can do by the end of the term.</p>	<p>Children can begin to attend to their own toileting needs Children can feed themselves Children select and use resources, with help when needed</p>	<p>Children can attend to their own toileting needs Children begin to gain focus at a chosen activity with support Children develop a sense of responsibility</p>	<p>Children use the toilet independently Children can feed themselves and drink from an open cup Children are willing to have a go and be proud of their achievements Children can remain focussed at a chosen activity</p>	
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Area of Learning	Autumn	Spring	Summer	Links to Reception
Building Relationships				
Knowledge and Skills to be Taught	Listening and turn taking With support begin waiting for a turn during carpet times Independence Following simple routines Sharing Playing alongside other children	Turn taking With support develop ability to wait for a turn during carpet times How to ask a friend to play with them	Be proud of achievements Using words rather than actions to resolve conflict With support, wait for a turn to speak during carpet times How to play cooperatively	- 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.
Possible lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Role modelling by adults Name games and turn taking	Games to develop turn taking	Games to develop turn taking	
Key Vocabulary <i>Key words and phrases children need to know and understand</i>	Share, take turns, personal pronouns, now, next, later, first, after that			

Ongoing throughout the year	Jigsaw PHSE programme for Pre-School Behaviour management: adults to role model “First you try, then I’ll help you” Displaying work and achievements Star board Routine and visual timetable Circle times Rules and routines			
Assessment checkpoint i.e., what a child on track can do by the end of the term.	Demonstrate friendly behaviour Children may need support to share resources	Can play in a group Children begin to take part in pretend play Children need some support to share resources	Can tell others what they want and how they feel Children can share experiences Children participate in pretend play Children can usually share resources	