



Educational Programme for 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 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. These attributes will provide a secure platform from which children can achieve at school and in later life

Self Regulation Early Learning Goal:

- 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.

Managing Self Early Learning Goal:

- 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.

Building Relationships Early Learning Goal:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;



	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs.
	<p>Characteristics of learning:</p>
	<p>On going focus on: Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Is developing appropriate ways of being assertive • Talks with others to solve conflicts • Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried' • Is able to make healthy choices about food, drink, activity and toothbrushing 	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships



- Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone?
- Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play

- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

By the end of the Spring Term Nursery children should be able to:

- Is developing his/her sense of responsibility and membership of a community
- Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- Increasingly follows rules, understanding why they are important
- Does not always need an adult to remind him/her of a rule
- Observation checkpoint: Can settle to some activities for a while

- Is showing more confidence in new social situations
- Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly

- Is beginning to understand how others might be feeling
- Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Playing and Exploring

Guide their own understanding by referring to visual aids or by talking to themselves while playing.

Active Learning

Show goal-directed behaviour.
Begin to correct their mistakes themselves.

Creating and Thinking Critically

Review their progress as they try to achieve a goal. Check how well they are doing.
Solve real problems.
Sort materials



- Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy')

By the end of the Autumn Term Nursery children should be able to:

Pre-3

- Is increasingly able to talk about and manage his/her emotions
- Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion
- Is developing friendships with other children
- Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ..."
- Selects and uses activities and resources, with help when needed.
- This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her

Pre-3

- Is increasingly able to talk about and manage his/her emotions
- Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion
- Is developing friendships with other children
- Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ..."
- Is learning to use the toilet with help and developing independence

Playing and Exploring

Realise that their actions have an effect on the world, so they keep repeating them.

Make independent choices.

Active Learning

Begin to predict sequences because they know routines.

Take part in simple pretend play.

Creating and Thinking Critically

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



- Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting
- Plays with one or more other children, extending and elaborating play ideas

Key vocabulary:

Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, emotions, challenge, confident, compromise, listening, negotiate, conflict, turn taking,

flush, accident, wet, wipe, clean, toilet paper, dirty, wash, dry, soap, coat, zip, jumper, arms, head, fasten, dress, on, off, up, down, kind, friends, feelings – happy, sad, hurt, tired, hungry, unkind, angry, upset, differences, sanitising, virus, sharing, helpful, germs, hat, scarves, gloves, buttons, feet, fasten, shoes, velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge