



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>Summer Term</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; 	<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



<ul style="list-style-type: none"> ● 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. ● 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. ● 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. 	<ul style="list-style-type: none"> • 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.
<p>By the end of the Spring Term Reception children should be able to:</p> <ul style="list-style-type: none"> ● Is able to identify and moderate his/her own feelings socially and emotionally ● Shows resilience and perseverance in the face of challenge ● Thinks about the perspectives of others 	<p>Playing and Exploring Plan and think ahead about how they will explore or play with objects.</p> <p>Active Learning Show goal-directed behaviour. Begin to correct their mistakes themselves.</p>



	<p>Creating and Thinking Critically Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective.</p>
<p>By the end of the Autumn Term Reception children should be able to:</p> <ul style="list-style-type: none"> • Expresses his/her feelings and considers the feelings of others • Sees himself/herself as a valuable individual • Manages his/her own needs around personal hygiene • Builds constructive and respectful relationships 	<p>Playing and Exploring Make independent choices.</p> <p>Active Learning Begin to predict sequences because they know routines.</p> <p>Creating and Thinking Critically Sort materials Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
<p>Key vocabulary: Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, emotions, challenge, confident, compromise, listening, negotiate, conflict, turn taking,</p> <p>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,</p>	



fasten, shoes, velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge