



## Personal, Social and Emotional Development in the Early Years



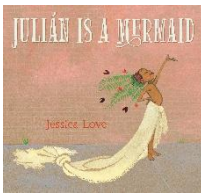
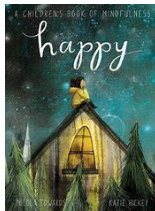
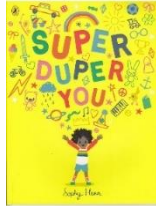
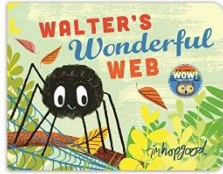
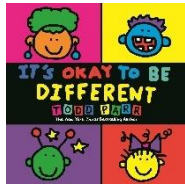
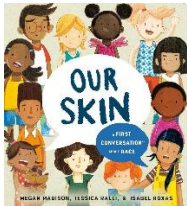
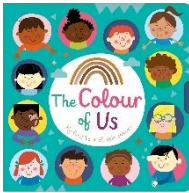
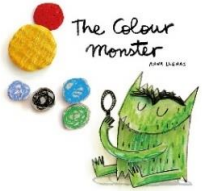
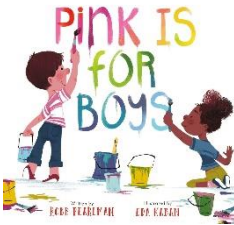
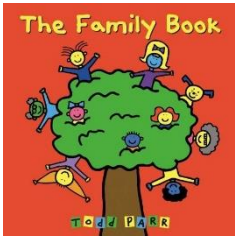
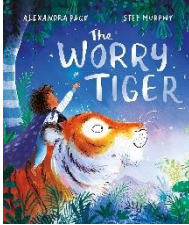
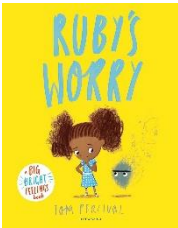
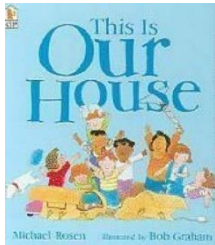
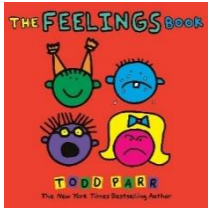
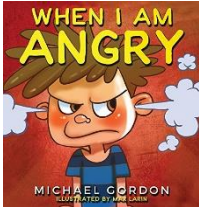
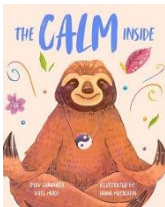
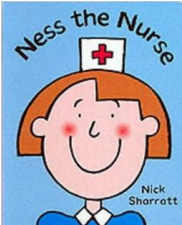
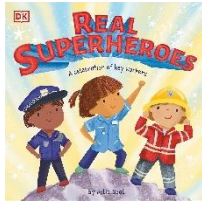
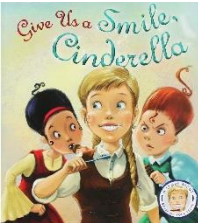
In the Foundation Stage, Personal, Social and Emotional Development (PSED) is taught throughout the year, informally through the children's playful interactions with their peers as well as through planned circle times and during topic sessions. PSED is one of the prime areas that we focus on and is ongoing throughout the year. We have an afternoon each week that is designated 'Mindfulness Monday' focusing on understanding and managing feelings and emotions. We learn about the Zones of Regulation and how we can get back to the green zone when we become dysregulated. We also work on our skills of self-regulation, supported by adults.

Personal, Social and Emotional Development Progression		
Three to Four Years Olds will be learning to:	Children in their Reception Year will be learning to:	Early Learning Goals Children at the expected level of development will:
<ul style="list-style-type: none"> <li>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</li> <li>develop their sense of responsibility and membership of a community</li> <li>become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>show more confidence in new social situations</li> <li>play with one or more other children, extending and elaborating play ideas</li> <li>find solutions to conflicts and rivalries, for example, accepting that not</li> </ul>	<ul style="list-style-type: none"> <li>see themselves as a valuable individual</li> <li>build constructive and respectful relationships</li> <li>express their feelings and consider the feelings of others</li> <li>show resilience and perseverance in the face of challenge</li> <li>identify and moderate their own feelings socially and emotionally</li> <li>think about the perspectives of others</li> </ul>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>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.</li> </ul> <p><u>Managing Self</u></p>

<p>everyone can be Spider-Man in the game, and suggesting other ideas</p> <ul style="list-style-type: none"> <li>increasingly follow rules, understanding why they are important</li> <li>remember rules without needing an adult to remind them</li> <li>develop appropriate ways of being assertive</li> <li>talk with others to solve conflicts</li> <li>talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>understand gradually how others might be feeling</li> <li>be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>manage their own needs and personal hygiene</li> <li>know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
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Below is a table of planned books that we introduce children to throughout our six topics.

	Topic	Planned Books
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Autumn 1	Magical Me	        
Autumn 2	A Dazzle and a Sparkle	     
Spring 1	Superheroes	     

Spring 2	Amazing Eggs	  
Summer 1	Once Upon a Time	      
Summer 2	Explorer, Explorer,	     



The ZONES of Regulation®

<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Excited Ready to Learn	Frustrated Worried Silly/Naughty Excited Loss of Some Control	Mad/Angry Terrified Yelling/Crying Bored Out of Control

What does PSHE look like in Foundation Stage?

I can talk about what makes a good friend

I know some strategies to regulate my emotions.

I know that rules keep everyone happy,

I can name different feelings, e.g. happy, sad, worried and begin to understand how others may be feeling.

I understand that all families are unique and special.

I understand what makes me special, valued and loved.

I can talk about ways we can stay healthy. E.g. Healthy eating, brushing teeth, exercising and sleeping

