

Personal, social and emotional development

The educational programme for PSED in the Early Years Foundation Stage Statutory Framework (2021) says: “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”

During their time in Nursery, our curriculum will support children to:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Be able to show some control over impulses eg waiting for a turn and resisting the strong impulse to grab what they want</p>	<p>Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities etc</p> <p>Develop friendships with other children</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Select and use activities and resources, with help when needed.</p>	<p>Develop their sense of being part of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>Increasingly begin to follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Begin to understand how others might be feeling.</p> <p>Become increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands</p>	<p>Play in a group with friends, and make up ideas of things to do and games to play</p> <p>Begin to manage feelings and talk about emotions</p> <p>Show understanding of how others might be feeling</p> <p>Talk with others to solve conflicts.</p> <p>Be independent in meeting their own care needs, such as using the toilet, washing and drying their hands</p> <p>Make healthy choices about food, drink, activity.</p>	<p>Be responsible and be confident to be part of a community</p> <p>Be ready for new experiences like starting school</p> <p>Learn how to be assertive</p> <p>Be able to follow rules and know why they are important</p> <p>Begin to find solutions to quarrels and rivalries</p> <p>Independently select and use activities and resources that enable them to achieve a goal they have chosen, or one which is suggested to them.</p>