

## Personal, Social & Emotional

### INTENTION

For children to be able to play co-operatively and take on board other people's ideas and implement them in their own personal development. They are able to form positive and healthy relationships with others showing sensitivity to their needs. For children to share their ideas and implement them, asking for help and support when needed. They are able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others. To demonstrate resilience and understand the importance of having to wait.

### CONTEXT

The large majority of children attending nursery school live in social housing, predominantly tower blocks without gardens. The large majority of families have EAL and are not currently in paid employment. Since the Childrens Centre was decommissioned in 2017, there has been fewer opportunities for families to meet through Stay & Play sessions. All of the 2 year old places at nursery school are funded through EEE funding; this was introduced in 2016 to narrow the gap in educational outcomes. We recognise that many of our families experience a number of challenges, eg overcrowding in housing. As a result, children may experience adverse childhood experiences. We are concerned about and acknowledge the significantly increased use of screen time, particularly IPADs and tablets.

### CITY & LADYWOOD DISTRICT DATA ( from district profiles)

In Ladywood 75.88% of children achieve a GLD in PSED.

### EDUCATIONAL PROGRAMMES from the EYFS 2021

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 9 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

### EARLY LEARNING GOALS – the destination

#### ELG: Self-Regulation

Children at the expected level of development will: - 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.

**ELG: Managing Self** Children at the expected level of development will: - 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.

**ELG: Building Relationships** Children at the expected level of development will: - 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.

<https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development>

Autumn	Spring	Summer
<b>It's good to be me! Identity, Heritage, Uniqueness, Rights, Attachment &amp; Security.</b>	<b>The World Around us.</b>	<b>Growing &amp; The Great Outdoors Transitions</b>
<p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Home-visits or nursery visits to share child's interests</li> <li>• Complete All About me</li> <li>• Settle visits at nursery school</li> <li>• Spotlights /Settle parent Consultations to celebrate each child's individual learning journey</li> </ul> <p><b>Parent Workshops:</b> Welcome Meeting Christmas Starting Points Spotlight</p>	<p><b>Events:</b> Leadership roles Learning to say 'Hello' in community lang Core books: Core Rhymes Chinese New Year celebrations Reading week/World Book Day Literacy &amp; World Book Day workshops</p> <p><b>Parent Workshops:</b> Mothers' Day Easter celebrations Vaisakhi</p>	<p><b>Events:</b> Leadership roles Learning to say 'Hello' in community lang Core books Core Rhymes Walk to school week</p> <p><b>Parents workshops:</b> Fathers' Day Transition day Summer trip End of year Celebration</p>

<p align="center"><b>Sunflowers Autumn</b></p>	<p align="center"><b>Sunflowers Spring</b></p>	<p align="center"><b>Sunflowers Summer</b></p>
<p><b>Self-Regulation</b> Understand the Group Behaviour Charter &amp; signs for good looking, good listening and good thinking Understand visual timetables of the day</p> <p><b>Managing Self</b> Recognise their Key Person as a familiar/secure base. Find own photograph in group Our families photos &amp; display Use the bathroom with some support if required Participate in dinner time/snack time routines</p> <p><b>Building Relationships</b> Establish a secure relationship with their keyworker Learn the Hello song Participate in a short grp time session, supported by visual cues Learn names of family grp members Access Snack Time</p>	<p><b>Self-Regulation</b> Begin to participate in Welcome &amp; Language group times To use the language of feelings Understand yours, mine and ours To be able to explain what you want or what you need</p> <p><b>Managing Self</b> Become more independent in meeting their own care needs, e.g, using the toilet, washing and drying their hands thoroughly. Participate in snack time , begin to understand healthy choices about food, drink, activity etc</p> <p><b>Building Relationships</b> Play with one or more other children, extending and elaborating play ideas. To begin to form friendships To be able to play co-operatively To take turns To join in with circle games</p>	<p><b>Self-Regulation</b> Actively participate in Group time Independently use conflict resolution to solve problems with peers To reflect on their learning and think about what helps them to persevere and what helps them when they find things difficult</p> <p><b>Managing Self</b> Demonstrate uninterrupted learning during activities Engage in problem-solving activities Opportunities for children to reflect Describe things they like/are interested in. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Building Relationships</b> Small group circle time to explore emotions and feelings Sharing independently Class charter – behaviour code of conduct Social stories and pre-tutoring Conflict-resolution- finding ways to solve conflicts with increasing independence</p>