



Personal, Social and Emotional Development (PSED)



PSED is a hugely important area of children's development, it helps them understand themselves in terms of feelings, emotions and behaviour and shows them how to start to take care of themselves and others as well as how to be part of a group and ultimately society as a whole.

(This leaflet is aimed at giving information on what children are 'expected' to be able to do on starting in Reception, during their Reception year and then by the end of their Reception year.)

On entry to Reception in September (four year olds) children :-

- With help can choose resources they need for an activity and can achieve a goal they have chosen or been given eg find and put on a coat to go outside
- Beginning to see themselves as part of a community eg family/ preschool and beginning to show care for others
- Starting to feel more comfortable in approaching unfamiliar people, beginning to have confidence to talk to, approach other children (whilst in safe setting eg with family out eating a meal / in preschool)
- Able to play with one or more children rather than just playing alongside – having a shared goal
- Beginning to find solutions to conflicts eg accept that not everyone can be Spider-Man in the game and begin to suggest other ideas
- Have simple rules they are able to follow at home and begin to understand why these rules are important. Able to follow some simple rules without adult needing to remind them eg ask before taking something to eat
- Begin to be able to identify and label their own feelings – use words like 'happy' 'sad' 'angry' or 'worried'
- Begin to develop appropriate ways of being assertive and using talk to solve conflicts
- Begin to understand others have feelings too – eg parents talk about their feelings so children aware that everyone has feelings
- Develop their independence in being able to : brush their teeth, use the toilet (including wiping), wash and dry their hands, putting arms into a coat (all under supervision but children trying for themselves)
- Begin to understand about healthy choices in terms of food, drink, exercise and keeping clean through talking about these with adults and taking an active part in these activities

During their year in Reception, children:-

- See themselves as a valuable individual – can talk about themselves in a positive way without boasting
- Able to build relationships with peers and adults that are mutually respectful and positive
- Able to identify a range of feelings in themselves and how these are displayed and be able to see those feelings in others. Be aware that we have a range of feelings all of which are valid and begin to be aware that we can learn to control and manage our feelings in ways that will help us but also others eg our work on 'Zones of Regulation' where children learn to identify different emotions and how we feel these and ways in which we can help ourselves learn to regulate these emotions
- Develop their awareness of the feelings of others and that other people also have feelings and these are as important as their own feelings
- Show resilience and perseverance when faced with situations that they view as challenging eg encouraging them to always try their best when doing work and that this is more important than getting everything right. Encourage them to want to try new activities and to understand that things may be tricky but not to give up and the more you try and practise the easier things get eg when learning their sounds or tricky words
- With reminders but then independently look after their own basic needs in terms of personal hygiene eg brush their own teeth, go to the toilet, wipe and then wash hands and dry all unaided, dress and undress, including putting on jumpers, coats – able to do up and undo a variety of fastenings eg zips, toggles, buttons, press studs, buckles.
- Be aware of and able to talk about ideas of things that keep them healthy including physical and mental wellbeing eg know they need to have a good sleep routine, know and accept that they need to have sensible amount of 'screen time', begin to know what constitutes healthy balanced eating (where no food is wrong but they are aware that we need different amounts of different types of food), understand why they need to wash hands and brush their teeth, know why regular physical activity is important and also begin to understand in its simplest form about our mental health – looking after our brain through having 'downtime', being able to express and talk about our thoughts and feelings, begin to be aware of how to stay safe (as a pedestrian, in a car, in the water, when out and about, online, in the sun, amongst others)

By the end of Reception Year (Early Learning Goals) children:-

Self Regulation

- Demonstrate that they are aware of their own feelings and those of others and begin to be able to regulate their behaviour accordingly eg when a friend is sad or hurt they try to comfort and help them without reminders
- Set themselves simple goals and be able to work out steps to get to that, being able to wait for what they want and control themselves in waiting
- Be able to focus when being spoken to by an adult and respond appropriately even when engaged in own activity
- Be able to follow instructions that involve several ideas or actions eg take your coat off and put your gloves and hat safely in the sleeve, then find your reading book and diary and water bottle and put them away in the classroom

Managing Self

- Be confident and happy to try new activities
- Show independence, resilience and perseverance when faced with new challenges – have a belief of ‘I can try’
- Able to explain simple rules at home or at school knowing why we have them
- Know right from wrong and to try and behave accordingly
- Manage their own basic hygiene and personal needs – includes independently getting dressed and undressed, knowing when they need to and able to go to the toilet, putting coats on and doing them up, understand and following ideas to keep themselves healthy (physically and mentally)

Building Relationships

- Be able to work and play cooperatively with others and take turns – whether in the classroom or outside and at home with siblings and peers
- Form positive and appropriate relationships with adults who they know and to develop friendships with peers which are again positive and mutual
- Be aware of their own needs and others and be sensitive in meeting these – eg aware that they can ‘t have everything their own way but equally their thoughts are valid also, understand and show some ability to ‘compromise’ when playing and working with friends

At school :-

We work on all the above areas as part of our core skills in the EYFS curriculum, this is through bespoke lessons but also through our everyday routines, activities and through being positive role models for the children in our care. Our behaviour and rewards within school also help encourage children to achieve these goals and we work with you (parents and carers) to help the children understand and achieve these important developments in all areas of their lives.

As with everything we are aware that children develop at different rates and some need more support or find things more difficult or easier than others. We therefore will speak to you and keep you informed on how your child is developing and would ask that you do the same. The children's development in PSED is often linked to their readiness for school and then to how they cope with a school setting. Our expertise is in knowing what is appropriate and expected in terms of children's behaviour and there will be things that happen day to day that we won't always share with you as this is very much part of the children's learning with regard their PSED, but things that happen outside of this will be discussed with you. Just like we wouldn't tell you daily whether your child has remembered a new phoneme or sight word because the next day they may then remember however we would tell you if they were having trouble remembering any of them. Behaviour outside of the 'norm' will be discussed and we work with you to address.

At home:

- Having age appropriate expectations and encouraging appropriate independence really helps your child in achieving their PSED goals. Please do feel free to talk to us and ask if you are not sure what these should be, being a parent is a very difficult (if amazing) job which comes with no training or rule book! You are not expected to know everything.
- As with all areas of your child's development we are here to help and offer ideas as well as welcoming your thoughts and ideas - we very much continue to learn. If you have concerns that your child is outside of the 'expected' please do come and share those concerns with us.
- As with all parenting - role modelling in terms of making healthy choices, ability to identify and discuss feelings can all really help children on their PSED journey. We hope the work we are doing as a school on 'Zones of Regulation' will help you feel confident in doing some of this.

Thank you as always for all the amazing work you have done already with your child(ren) in getting them to this point, as your child's first educator we thank you for everything you have already helped them achieve. As we go through this year and then on into the rest of their time at Baslow St Anne's school we are here to work in partnership with you in all areas of your child's development and PSED is no exception.

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