



## Castlefield School Early Years Curriculum: Personal, Social and Emotional Development

### **An overview of Personal, Social and Emotional Development:**

The 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. (Development Matters, 2021)

### **Personal, Social and Emotional Development in Context at Castlefield School:**

At Castlefield School most pupils start nursery with lower than average baseline assessment data in this prime area. Self-care in particular is acknowledged with pupils demonstrating very little independence in this area. This is often due to limited experience of social interactions in the wider community. Pupils are often very familiar with their immediate and extended family, but may not have had the opportunity to experience social interactions in larger groups of children, for example in parent and toddler groups / playgroups. In many cases pupils' first experience of parting from their main caregiver is when they start in our Nursery or for some pupils when they start in our Reception having not attended a Nursery setting at all. Some pupils that join the school in Reception have wider experiences of socialising with others in a nursery or pre-school setting.

Practitioners strive to empower pupils to develop positive relationships with others by aiding smooth transitions from home to school, by ensuring quality interactions with others, through acting as positive role models, by helping pupils feel safe and secure in the environment and through experience of small to large group activities which encourage fair sharing and turn taking. We have a substantial transition process in place across EYFS. This caters for Nursery pupils going from the two year old room, to the three year old room and our Nursery 3 pupils into Reception, with planned opportunities for new Reception pupils to visit the setting and home visits.



Self-regulation is a focus for our pupils, we use books and social stories to ensure that pupils are equipped to identify and deal with a range of emotions. We praise all positive behaviour and help pupils to develop an understanding of the school's ethos and rules. Pupils develop a sense of making 'good' choices with rewards and sanctions at an age / stage appropriate level, in line with the wider school behaviour policy. We celebrate effort and achievement through the use of stickers, certificates and an abundance of verbal praise. We celebrate a wide range of special occasions and festivals utilising stories, role play, discussion work and encouraging the sharing of experiences from home to support this learning.

## Progression of skills and knowledge

- Development matters
  - Castlefield Curriculum

	Skills	Knowledge	End points
<b>Nursery Two Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps pupils to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Sometimes manage to share or take turns with others, with adult guidance and understanding ('yours' and 'mine').</li> </ul>	<ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> <li>• Begin to understand how to care for resources               <ul style="list-style-type: none"> <li>○ Begin to care about ourselves</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ To have an understanding of how to work with others and why it is good to be kind and use gentle hands.</li> </ul>
<b>Nursery Three Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</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: e.g. accepting that not everyone can be</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Remember rules without needing an adult to remind them.               <ul style="list-style-type: none"> <li>○ Begin to show resilience in the face of challenges</li> <li>○ Use metacognition strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand that we are all different and how that makes everyone special but also recognise that we are the same in some ways.</li> <li>➤ To recognise things that they are good at whilst understanding that everyone is good at different things.</li> </ul>



	<p>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>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Play alone and alongside others</li> <li>• Participate in pretend play involving familiar people: e.g. being 'mummy' or 'daddy'.</li> <li>• Participate in pretend play with different roles: e.g. being the Gruffalo.</li> <li>• Negotiate solutions to conflicts in their play.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use mindfulness techniques to self-regulate emotions.</li> <li>○ Begin to care about others and those familiar to us e.g. family and close friends</li> </ul>	<p>➤ To understand rules in the setting and what is expected of them</p>
<p><b>Reception Pupils will be learning to:</b></p>	<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>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>○ Know how different emotions may make them feel and act.</li> <li>○ Develop knowledge of how to become an effective listener to enable shared organisation of activities.</li> <li>○ Develop strategies of how to overcome conflicts with peers.</li> <li>○ Know some ways to keep safe when using technology</li> <li>○ Build knowledge and understanding of growth mindset through metacognition</li> </ul>	<p>➤ To be awarded the ELGs for Personal, Social and Emotional development</p>



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|  |  | <ul style="list-style-type: none"> <li>○ Begin to care about the wider community e.g. their peer and whole class</li> </ul> |  |
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## Personal, Social and Emotional Development- Early Learning Goals

### 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.

## Planned opportunities to support Personal, Social and Emotional Development in Early Years:

- Smooth transitions from home to school to develop confidence in getting to know key workers, unfamiliar adults and peers.
- Routines established early, setting high expectations and familiarity for all pupils
- Extended transition process in place across EYFS, including opportunities throughout the year



- Plentiful child-initiated learning (CIL) opportunities for pupils to play alongside others and cooperative games with familiar adults and peers, with adult support as needed
- Nursery key worker group time (small group learning).
- Whole class discussion times (N3 and Reception).
- Creation of zones designed to encourage social interactions e.g. – Role play areas / snug / dens/snack area
- Provision and scaffolding of interactive games e.g. – ball games, ‘snap’, board games.
- Key texts selected to support feelings, wellbeing, growth mindset and diversity
- Collaborative group activities e.g. – parachute games.
- Home corner and role play areas reflective of home culture and different cultures
- Positive differences promoted through discussions and modelling positive attitudes towards all
- Provision of books, puppets, dolls and small world resources to enable pupils to explore and act out social scenarios.
- Literature, social stories and picture prompts about friends, friendship and understanding differing feelings and emotions.
- Setting of clear rules and behavioural expectations – Consistency demonstrated with rewards and sanctions.
- Opportunities to work in a range of small groups with different peers.
- Pupils encouraged to make their own choices regarding activities in CIL.
- ‘Pupil Voice’ with voting, speech bubbles in floor books to articulate how they felt about activities and what they were good at.
- Activities varied regularly to ensure pupils have new experiences.
- Pupils are provided with plentiful time to fully engage in activities and explore their personal interests.
- ‘Wow work’ and ‘I can do it moments’ shared and celebrated with peers.
- Enrichment activities planned to support personal, social and emotional skills e.g.- trips independent of a parent / den building day
- Modelling of Self-regulation including conflict resolution and mindfulness



### Steps to support the progression of skills and knowledge in Personal, Social and Emotional Development

Play with one or more other children, extending and elaborating play ideas. (Nur)	<ul style="list-style-type: none"> <li>• Practitioners to model collaborative thinking during group times, narrating how to extend each other's ideas.</li> <li>• Encourage pupils to work with one other peer, supported by an adult, then extend to small group activity.</li> <li>• Adult to model sharing and turn-taking, supporting pupils with developing these skills; Encourage all children to share their ideas, listening and responding appropriately.</li> <li>• Practitioners should provide opportunities for pupils to share their ideas.</li> </ul>
Find solutions to conflicts (Nur) Develop strategies of how to overcome conflicts with peers. (Sharing and turn taking) (Rec)	<ul style="list-style-type: none"> <li>• Practitioner to ensure a calm space is found to allow child to reflect upon conflicts.</li> <li>• Encourage pupils to explain what has happened (recalling in words or by demonstrating).</li> <li>• Adults to model good listening and clarify understanding of conflict.</li> <li>• Practitioners to scaffold sharing and turn taking e.g. – By explaining how a sand timer could be used to limit time with a certain piece of equipment / by sharing out a group of similar items.</li> <li>• Encourage pupils to explain to a peer how they are feeling.</li> <li>• Adults to use relatable books and stories and social stories where appropriate to provide examples of conflict how they can be resolved.</li> <li>• Practitioners to model and encourage assertiveness without being disrespectful.</li> <li>• Adults to support pupils to develop an 'overcoming conflict toolkit' through use of stories, role play, agreeing common classroom practices and by use of 'Friendship scenarios'.</li> </ul>
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (Nur) Know how different emotions may make them feel and act. (Rec)	<ul style="list-style-type: none"> <li>• Practitioners to model words in everyday practice, pointing out how our expressions and body language reflect a range of emotions.</li> <li>• Use of picture prompts by adults in communicating about feelings.</li> <li>• Print and resources in environment support understanding of different moods e.g. – Colour Monster posters and books.</li> <li>• Adults should explicitly teach pupils about emotions; common reasons for having a particular emotion, how we may feel and look when experiencing different emotions and ways in which we can feel better, if experiencing more negative emotions.</li> <li>• Pupils to practise different facial expressions / body language/Makaton in structured role play and social games and songs to reflect a range of emotion.</li> <li>• Use puppets or small world characters to act out scenarios that may reflect a range of emotions and model how to express emotion effectively</li> </ul>



<p>Build constructive and respectful relationships. (Making friends) (Rec)</p>	<ul style="list-style-type: none"> <li>• Practitioners to provide structured group activities in which names of peers are learnt.</li> <li>• Strong class ethos modelled, developed and promoted by adults; one which is reflective of whole school ethos particularly demonstrating respect and being kind.</li> <li>• Practitioners should model and emphasise these behaviours, making explicit when another adult or pupil is demonstrating these positive behaviours.</li> <li>• Talk about 'What makes a good friend' and use day to day examples to reinforce positive behaviours.</li> <li>• Ensure there are plenty of opportunities for collaborative working.</li> </ul>
<p>Show resilience and perseverance in the face of challenge. (Rec)</p>	<ul style="list-style-type: none"> <li>• Practitioners to purposefully demonstrate 'not getting things right first time' and persevering until a goal is reached. (Metacognition)</li> <li>• Adults to model asking each other for help and support.</li> <li>• Practitioners to facilitate open discussions about what to do when faced with a challenge e.g.- do not be disheartened, stay positive, try again, seek support from a peer or adult.</li> <li>• Practitioners to use specific praise for effort and resilience, not end result.</li> </ul>
<p>Develop knowledge of how to become an effective listener to enable shared organisation of activities. (Rec)</p>	<ul style="list-style-type: none"> <li>• Develop effective listening skills through embedding class rules and routines e.g.- At carpet time using 'Give me 5' (eyes looking at person speaking, legs crossed, hands still, mouth quiet, listening ears)</li> <li>• Play listening games with pupils which develop attention and communication with others.</li> <li>• Practitioners to have consistent expectations regarding listening and attention.</li> <li>• Adults to model being effective listeners,</li> <li>• Praise effective listening skills and explicitly present positive examples to all pupils e.g. "I can really tell 'Child X' is listening today because..."</li> <li>• Practitioners to scaffold social situations enabling every child's voice to be heard and valued.</li> </ul>
<p>Know some ways to keep safe when using technology (Rec)</p>	<ul style="list-style-type: none"> <li>• Practitioners to ensure pupils are given the opportunity to discuss their usage of technology and present pupils with ways to stay safe online</li> <li>• Never tell people on the internet your full name, where you live, the name of your school or phone number.</li> <li>• Only use the internet when with an adult.</li> <li>• Tell an adult if you see something on the internet that makes you feel worried or sad.</li> </ul>