

Personal Social and Emotional Development

Statutory Framework for the Early Years Foundation Stage
Personal, Social and Emotional Development

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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Jigsaw PSHE Programme

Jigsaw is taught from nursery to year 6, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus

Our Broad Curriculum Aims:

Resilient

The importance of making mistakes and learning from them, a can-do attitude

Confident

Through positive relationships develop confidence in unknown situations and try new challenges with others and independently

Compassionate

To form good relationships with others, understanding how their emotions effect themselves and others

Healthy

To engage in active play and understand the importance of healthy choices and looking after their body

Emotions					
What we want our children to learn:	Progression I can:	Vocabulary	Activities	Positive relationships	Enabling Environment
By the end of EYFS I can: Recognise the impact of my choices and behaviours / actions on others and know that some actions and words can hurt others feelings.	- Leave my carer at the start of the session - Select an activity independently - Show care and concern when another child is upset	Sad Happy Angry Share Upset Friend Caring	Weekly Jigsaw lessons, with calm me time to allow time to relax and regulate breathing and emotions, learning to visualise. Clear rules and boundaries discussed and displayed. These are talked about	All staff have had 'Trauma training', which helps them to understand how traumas can affect children's emotional wellbeing and behaviour. Develop strong relationships with parents/ carers and children	Visual timetable Opportunities for collaborative play both indoors and outdoors. Quiet reflective spaces where children can be calm and still. Our fish tank is very soothing and relaxing, children enjoy watching

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- Understand the expectations of different situations and adapt my behaviour accordingly. By the end of EYFS2 - Understand my own and other people's feelings and can offer empathy and comfort. - Attempt to repair a relationship or situation where I have caused upset. - More able to manage my feelings and tolerate situations in which my wishes cannot be met.	- Seeks support from familiar adult when feeling upset/ frustrated - Talk about my feelings - Talk about my feelings and say why I feel like that - Talk about my feelings to another child - Share the resource with others - Ask for a resource from another child - Recognise that I won't always get a turn - Take turns in games - Negotiate in my play with others - Respect the feelings of my friends and say sorry when I have hurt their feelings - Understand why I have upset my friend	Love Worried Scared	regularly with children and referred to each day. Model empathy with puppets and talk about the feelings of children and how they could be resolved. Read books such as the Colour Monster that can provide opportunities to talk about what these feelings look like. How to deal with these feelings and that it is ok to feel differently. Share a wide variety of stories based on emotions, e.g. Great Big Book of Emotions, discussing what these feelings look like and how to deal with these feelings. Recognise good choices during play and give positive feedback to children, encouraging other children to notice and acknowledge children's thoughtfulness to each other. Adult led games, where children must take turns and wait their turn. Circle games, where children can share their emotions and take turns.	through home visits, develop a bond in the child's own environment, good transition from nurse settings to foundation stage unit. Develop trusting relationships so children feel relaxed to talk and share anxieties, staff naming the emotions the children are feeling. Help children to say 'no' to each other if they are unhappy with the behaviour of another child. Help children recognise that when someone says no they must stop this behaviour.	the fish. A wide range of resources to avoid unnecessary conflicts, such as lots of trains for the train track or many bikes to ride. A wide variety of resources to interest all learners. Opportunity to access outside in all weathers, so children can always embark on physical play.
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Sense of Self

What we want our children to learn:	Progression: I can:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Value the fact that we are all different and all have different talents. - Develop a 'can do' attitude towards challenges and unfamiliar tasks.	- Talk about my family - Talk about what they like to do with their family - Recognise that families are different - Recognise how different families celebrate different festivals (such as Diwali, Christmas, Eid, Easter, Chinese New Year, birthdays)	Family Brother Sister Grandma Grandad Auntie Uncle Cousin Goal Achieve	Children to bring a book 'all about me' at the start of their All Saints' journey, depicted their family and favourite things. Children understand why they have their name, is it pertinent to another family member? Visual timetable and consistent routine to support children's independence	Develop an understanding of a child, through positive relationships with parents/carers – home visits. Develop special bonds with children and their trust, listening carefully to their voice, actions, and body language. Value children's voices, by asking questions and involving them in decision making, such as	Resources are well labelled and accessible for all, involve children when changing areas – particularly the role play area – what resources do they want/ following the children's interests and ideas. Routines are followed each day, so children feel safe and secure in the environment. If there are

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- Develop the confidence to take risks, try new things and ask adults for help when needed. By the end of EYFS2 I can: - Describe myself in positive terms, saying what I can do well. - Show perseverance when carrying out a self – chosen task. - Be motivated to show my inner pride, completing activities to the best of my ability.	- Recognise what I like to do - Independently choose an activity, not relying on my friend or adult support - Complete my daily challenges - Value praise from adults and children for my achievements - Investigate all areas of learning on offer - Share my achievements with others - Make mistakes and learn from these - Persevere with support from an adult - Understand that it is ok to feel frustrated - seek help and support when I feel frustrated	Independent Different Same	Jigsaw programme recognises our differences and celebrates them through weekly activities in the puzzles Being Me in my world, Celebrating Differences, Changing Me and thinking about our future aspirations in Dreams and Goals. These puzzles are taught in weekly sessions. Daily independent activities, to stretch and challenge all learners	independent snack time – giving choice of variety of fruits. Positive rewards and language used to establish trust and respect. When children do become frustrated, gauge the situation and intervene with positive suggestions to help the child overcome their frustration by offering solutions and ideas. This will allow children to be able to manage their own frustrations and think of their own solutions to problems as they develop in the foundation unit.	changes these are explained to children so there are no surprises, which could lead to worry.
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Relations					
What we want our children to learn:	Progression: I can:	Vocabulary	Activities	Positive relationships	Enabling environments
By the end of EYFS1 I can: - Play and engage alongside others, inviting others to come and play. - Show increasing consideration of others feelings and beginning to negotiate and compromise with support from an adult (if needed). By the end of EYFS2 I can:	- Leave my carer and settle to an activity - Choose an activity independently - Develop a close relationship with a practitioner - Watch and understand the body language of others - Show interest in other children's play - Play alongside other children	Friend Names of peers Names of practitioners Share Take turns	Clear routines established to help children feel safe and secure to leave their carer. If children are struggling to leave their carer, strategies are developed to help relieve these anxieties. Games to encourage turn taking Circle games to learn names Role play activities to encourage turn taking and interactions	Positive relationships are built through a thorough transition process – the children and their carers have opportunities to visit the setting together and home visits are crucial to these good relationships with parents/carers. Opportunities throughout the year for parents/carers to visit setting. Open door policy, parents are welcomed to speak to a practitioner when needed.	Areas developed to help children work together; playing collaboratively and cooperatively both inside and outside. Quiet spaces for children to play alongside others. A range of resources to engage and interest all learners. Accessibility to all resources whatever the child's need.

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- Develop respectful relationships with other children; accepting other points of view that challenges my own thinking. - Decide where, when and who to go to when seeking help, support, or reassurance.	- Share the resources I am playing with - Join with other's play - Understand that I must listen to other's and change the way I am playing - Develop a close relationship with another child, then begin to play in a larger group		Play alongside children in small world, construction to develop stories within play. Jigsaw relationship puzzle, explores the importance of different relationships	Consistency of adults in the setting throughout the day (including after school and breakfast club) allows children to develop excellent relationships with the practitioners, helping them to feel safe and secure. A communication friendly environment which promotes activities to encourage children to develop relationships with each other. Lots of opportunities for collaborative learning with adult support to help foster good relations with each other.	
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Health

What we want our children to learn:	Progression:	Vocabulary:	Activities:	Positive relationships:	Enabling environments
EYFS1 I can: - Be increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly, make healthy choices about food and drink, activity and toothbrushing. EYFS2 I can: - Talk about and know what contributes to my overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and knowing how to travel safely (being a good pedestrian).	I can: - Tell an adult I need the toilet - With support use the toilet, managing myself and washing my hands - Know the importance of hand washing before eating food and after going to the toilet. I can wash my hands thoroughly with soap and warm water - Run around the track, increasing the amount I can run as I get stronger - choose a healthy snack and know that these contain vitamins for my body, - feel my heart beating faster after I have done exercise and know that it is important to keep my heart healthy	Toothbrush Toothpaste Fluoride Heart rate Vitamins Minerals Soap	Regular opportunities for PE sessions in hall, linking to the importance of exercise for our bodies. Children have access to outside daily and are encouraged to spend some time outside. Books and rhymes about the importance of looking after ourselves and our bodies. Jigsaw Jenie puzzle healthy Me, a range of activities where the children will look at each aspect of keeping their body healthy. Toothbrushing activity and importance of keeping our teeth healthy. Healthy snacks, encourage children to eat a range of different fruits and vegetables Opportunities for food tasting throughout the year; children to experience different types of healthy foods. Children to make healthy	Talk with children about the healthy choices adults make. Complete the running track with the children and join in with PE sessions, emphasising the importance for children and adults to stay healthy. Build trusting relationships with carers/ parents so there is openness about dental hygiene/ food choices. Work in partnership with health visitors/ school nurse.	Books and posters promoting healthy living and how to keep our bodies healthy Healthy snacks available throughout the day Greenhouse for growing a range of fruit and vegetables Role play opportunities to be a dentist, nurse, prepare healthy foods.

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	brush my teeth twice a day with adult support		foods, such as soup, sandwiches, kebabs Plant and grow our own fruits and vegetables to harvest and eat		
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