



## EARLY YEARS PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT INTENT

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In Early Years we create a supportive and nurturing ethos and environment, which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children.
- Understanding children as individuals, their qualities and attributes, so they feel valued and develop positive attitudes towards themselves and others.
- Knowing and understanding children's family contexts and dynamics.
- Setting rules, establishing boundaries, following routines and explaining consequences.
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict.
- Empowering children to be independent, enabling them to make informed choices and decisions.
- Using praise to build confidence.

### **Knowledge**

#### **Self-Regulation**

I know...

- What emotions look like in others.
- My own and others behaviour has consequences.
- Sometimes I have to wait for what I want.

#### **Building Relationships**

I know...

- How to share and take turns.
- What makes a good friend.
- We are all unique.
- The characteristics of bullying.

#### **Managing Self**

I know...

- The rules to help me keep safe.
- The difference between right and wrong.
- What is fair and unfair.
- Different situations require different behaviours.
- There are consequences for my actions.

- Which foods are healthy, and which are unhealthy.
- How to keep myself safe.
- How to wash my hands to protect myself and others from germs.
- The sequence of dressing and undressing.

### Skills

I am learning to...

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|--------------------|-------------------------------|
| • Take turns       | • Solve problems              |
| • Communicate      | • Dress and undress           |
| • Listen to others | • Be flexible                 |
| • Observe          | • Accept and give compliments |
| • Ask questions    | • Develop a positive attitude |
| • Express opinions | • Manage behaviour            |
| • Follow rules     | • Express emotions            |
| • Negotiate        | • Make choices and decisions. |
| • Compromise       |                               |
| • Mediate          |                               |

## IMPLEMENTATION

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Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional wellbeing thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme.

Information is collected about each child through home visits, stay and play sessions, visiting other settings and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

On entry quality time is spent establishing clear structures, routines and boundaries. The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with all adults. The environment is set up to promote independent learning, encouraging children to make their own informed decisions and choices.

Praise and mutual respect are the foundations of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self-esteem. Children help to share their own ideas and views about our learning environment rules. These rules are visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour.

Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions.

All adults understand how to create a nurturing ethos and environment by:

- Providing good role models of how a good citizen should behave.
- Demonstrating how to be a good friend.
- Showing respect and fairness and are consistent in their approach.
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

## IMPACT

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By the end of Foundation Stage I will be able to...

- Make positive relationships.
- Dress and undress.
- Persevere.
- Manage risk and keep myself safe.
- Compromise and negotiate to resolve conflict.
- Share and take turns.
- Manage my own personal hygiene.
- Wait for my turn.
- Focus my attention.
- Follow rules and manage my own behaviour.
- Express and talk about my emotions.
- Follow instructions.