



Personal Social and Emotional Development

Intent:

Our children will leave the Foundation Stage at Bude Primary Academy infant school, confident, independent and respectful. They show empathy to others and express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class, and their own identity will be shaped through an increasing awareness of their own needs and others. Pupils will have an understanding of the characteristics of a healthy relationship. They will have developed positive dispositions to learning, be cooperative and communicative. Pupils will show determination to complete a goal and demonstrate resilience in the face of challenges. Our children demonstrate an understanding of what is right and wrong, and why this is important. They understand there are consequences for behaviour, whether through rewards or sanctions. These characteristics underpin all that we do within the Foundation Stage. Through this area of learning pupils will have also developed an understanding of how their bodies work and what they need to be healthy and safe, as well as how they are able to best meet these needs.

Implementation:





This area underpins all aspects of a child's daily life at school. We have a rich variety of policies and activities which aim to support children's progress through the Early Learning Goal. These include regular class focus time based on PSED themes, Circle Times, themed days and weeks (for example Anti-bullying week). Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe.

Impact:

By the end of the Foundation Stage our children have developed and demonstrated an understanding about how relationships work, and how we show respect for others, creatures and understand why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.

This document shows

- Termly checkpoints of the progression of skills that build towards the Personal, Social and Emotional Development Early Learning Goals
- An overview of the direct teaching within this area broken down into half terms
- The provision the children will experience to support their development in this area of the curriculum

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
<p>Who am I?</p> 	<p>What is a map?</p> 	<p>What was it like in the past?</p> 	<p>What's growing in the garden?</p> 	<p>What's in the egg?</p> 	<p>What is on the other side of the ocean?</p> 
Termly Checkpoints					
<p>Self-regulation</p> <ul style="list-style-type: none"> • Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. • Explain to an adult what has happened when they are upset. • "Bounces back" quicker after upsets and with more independence • Sees themselves as a valuable individual • keeps trying when they can't do something first time • Thinks of other ways of doing things if something hasn't worked • Follows familiar, routines instructions independently (e.g. choosing lunch or putting things away) 		<p>Self-regulation</p> <ul style="list-style-type: none"> • Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - • Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, • I don't like it" or "Can I have a turn when you are finished?" • Considers the feelings of others • Controls their impulses when waiting for their tur • Thinks about the perspectives of others • Moderate their own feelings socially and emotional • Follows two-step instructions. 		<p>Self-regulation</p> <ul style="list-style-type: none"> • Thinks about the perspectives of others • -Moderate their own feelings socially and emotionally • Waits with increased patience, when necessary, e.g. When waiting for a turn on the bikes • Controls their feelings when they are upset or angry <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 	



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				<ul style="list-style-type: none"> 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 							
Managing self <ul style="list-style-type: none"> Tries new activities with peers. Abides by most of the rules of the classroom Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset Puts on own shoes and fastens if Velcro Pulls zips up and down, but may need help to insert or separate Uses the toilet independently and wash their hands well, knowing why this is important. Discusses healthy food choices. Takes part in a variety of exercise 		Managing self <ul style="list-style-type: none"> Beginning to persevere when something is challenging. Tries in new activities independently Understands that rules are there to keep us safe and to make things fair Takes T-Shirt and jumper on/off independently but may be back to front Puts on socks and shoes correctly Fastens zip independently Sorts healthy foods from less nutritional food Knows that exercise strengthens your heart and makes you fitter Understands road safety and how to be safe in the dark 		Managing self <ul style="list-style-type: none"> Enjoys more challenging activities and set goals for themselves that stretch their abilities. Tries different approaches when solving problems and be able to discuss what they have done Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence Dresses and undresses independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion Talks about how to be safe around water and in the sun <p>Early Learning Goal</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 							
Building relationships <ul style="list-style-type: none"> Take turns, with adult support, e.g. when playing a board game Asks for help from a familiar adult - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Understands that different children have different viewpoints and opinions 		Building relationships <ul style="list-style-type: none"> Takes turns when playing a game without adult support - Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes Holds back & forth conversations, listening to their peers' ideas and responding appropriately Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) Understands that we may not always like everyone, but we still need to treat them with respect -Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that we may not always like everyone, but we still need to treat them with respect 		Building relationships <ul style="list-style-type: none"> Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way <p>Early Learning Goals</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with other Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs 							
<p style="text-align: center;">Autumn 1</p> <p>Recognising emotions Naming emotions Washing hands Putting on wet weather gear</p>		<p style="text-align: center;">Autumn 2</p> <p>Introduce School Toolkit Talking about feelings Keeping safe in the dark</p>		<p style="text-align: center;">Spring 1</p> <p>Asserting ourselves appropriately- how you make me feel Changing for PE Road safety</p>		<p style="text-align: center;">Spring 2</p> <p>Revisiting emotions – how others are feeling How we effect other people Using Zips</p>		<p style="text-align: center;">Summer 1</p> <p>Taking turns Sun and Beach safety</p>		<p style="text-align: center;">Summer 2</p> <p>Being assertive My Goals Using buttons SCARF- Growing and changing</p>	



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<p>Reinforcing positive behaviour. Embed daily routines Introduce the school rules Introduce the Bucket filler stories and rewards Reinforcing positive behaviour.</p> <p>SCARF – Me and My Relationships Why we have classroom rules -How are you listening? -Good friends -Thinking about feelings -Our feelings -Feelings and bodies</p>	<p>SCARF – Valuing Difference It's not fair! -Who are our special people? -Our special people balloon. -Same or different. -Unkind, tease or bully. -Harold's school rules</p>	<p>Using woodwork equipment safely SCARF Keeping Safe Super sleep -Good or bad touches -What could Harold do? -Sharing pictures. -Who can help? -Harold loses Geoffrey -Listening to my feelings.</p>	<p>Healthy foods Importance of exercise SCARF – Rights and Respect I can eat a rainbow -Eat well -Harold learns to ride his bike -Yes, I can! -Harold's wash and brush up. -Catch it! Bin it! Kill it!</p>	<p>SCARF – Being my best -Taking care of something. -Harold has a bad day. -Around and about the school. -Basic first aid. -Harold's money. -How should we look after our money.</p>	<p>Healthy me -Then and now -Taking care of a baby -RSE Where do babies come from?/Who can help? Getting bigger/ - Surprises and secrets -Me and my body- girls and boys/- Keeping privates private</p>
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Provision

Self -Regulation

Highly nurturing environment, Enabling environment where children can learn their own strengths and interests and develop skills independently, school toolkit- Tis approach with all children, Discussions, assemblies, books, within small world, role play, throughout play and work with each other Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self-esteem support, class and school rules, various praising techniques (Above and Beyond , Buket fillers) Adult focused time Joining in with class routine

Managing -Self

New experiences and engaging activities based on pupil's interests, clear, consistently applied behaviour policy where children know that 'school is a safe place to make mistakes' all incidents are recognises and used as learning opportunities with ' logical consequences when necessary, Dressing up, changing into wet weather gear , snack time, roleplaying shops and cooking, cooking sessions, P.E. lessons PSHE lessons, Woodwork equipment weekly opportunities that offer some level of risk in outside area tyre park, bikes, obstacle course, skipping ropes, stilts etc

Building relationships

Provide opportunity for independent play Encourage children to find resolutions and compromises by supporting discussion, Bucket filler stories and rewards Adults to act out scenarios in front of children to support their understanding of how their behaviour affects others Game opportunities for turn taking e.g. card and board games Circle Time, working in different groupings, team building activities Circle time discussions, The Colour Monster, Emotions area with emotion cards and sensory toys and bottle