



Personal, Social and Emotional Development

Curriculum Intent



“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 9 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.”



Birmingham Federation
Maintained Nursery Schools

Early Years Foundation Stage Statutory Guidance 2021

Personal, Social and Emotional Development - Implementation

The Role of the Adult in Nursery 1 (2-3s)

- To be a **key person** for small groups of children , providing caring and trusting relationships which children can depend on.
- To develop positive relationships with families.
- Use every opportunity to develop independence and social skills.
- To know every child well, understanding their individual needs and what makes them unique.
- To create a safe, welcoming and engaging environment.
- Develop language by modelling, providing a commentary on routines, relationships and emotions.

We Provide...

- An environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play.
- Individualised induction and transitions, planned with families, ensuring each child's individual needs are understood and met.
- Planning in the moment, from children's interests, which ensures high levels of engagement and well being.
- The Focus Child approach which ensures a half termly in depth reflection on each child with their key person and families.
- Opportunities to learn and talk about emotions.
- A Rights Respecting approach

We are duty bearers, we ensure children's rights are met.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously

Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

At the end of their time in N1 children (2-3's) will...

- Build relationships with special people but may show anxiety in the presence of strangers
- Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it
- Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
- Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
- Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
- Knows their own name, their preferences and interests and is becoming aware of their unique abilities
- Is developing an understanding of and interest in differences of gender, ethnicity and ability
- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
- Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
- Is gradually learning that actions have consequences but not always the consequences the child hopes for
- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
- Responds to the feelings of others, showing concern and offering comfort
- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

Personal, Social and Emotional Development

The Role of the Adult in Nursery 2 (3-4s)

- To be a **key person** for small groups of children, providing caring and trusting relationships which children can depend on.
- To develop positive relationships with families.
- Use every opportunity to develop independence and social skills.
- To know every child well, understanding their individual needs and what makes them unique.
- To create a safe, welcoming and engaging environment.
- To model language to understand and label emotions and to support children to resolve conflict and develop play.
- To be consistent with routines, expectations and boundaries.
- Develop language by modelling, providing a commentary on routines, relationships and emotions.
- To offer a range of choices in order to develop independence and autonomy.

We Provide...

- An environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play.
- Individualised induction and transitions, planned with families, ensuring each child's individual needs are understood and met.
- Planning in the moment, from children's interests, which ensures high levels of engagement and well being.
- The Focus Child approach which ensures a half termly in depth reflection on each child with their key person and families.
- Opportunities to learn and talk about emotions, developing empathy and understanding their own and other's needs and emotions.
- A Rights Respecting approach, which helps children to understand their place as global citizens
- Startwell training and Health for Life, adding to our approach to healthy lifestyles (eating, food choices and oral health)

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Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

At the end of their time in N2 children (3-4's) will...

- Seek out companionship with adults and other children, sharing experiences and play ideas
- Use their experiences of adult behaviours to guide their social relationships and interactions
- Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
- Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Be more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
- Be sensitive to others' messages of appreciation or criticism
- Enjoy a sense of belonging through being involved in daily tasks
- Be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
- Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- Exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talk about how others might be feeling and responds according to their understanding of the other person's needs and wants
- Be 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
- Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

N2 children will be working towards...

- Representing and recreating what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Developing particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
- Being increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Being increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returning to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Being proactive in seeking adult support and able to articulate their wants and needs

(Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship)

- Recognising that they belong to different communities and social groups and communicates freely about own home and community
- Being more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Showing confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Being able to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Having a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise