

PSED/PSHE

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

PSED is taught cross curricular every day during both adult directed and child initiated learning. E.g. playing games with friends, following rules and routines, talking to one another and jigsaw lessons.

We record PSED through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children’s work, children’s voice, moments from home e.g. family outings, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). Work is displayed around the classroom across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Jigsaw lessons
- Zones of regulations boards – children discussing feelings
- 5 ways to wellbeing
- Pictures of the routine on display
- Rules of the classroom – marble jar and gold coin jar
- Playing games with friends
- Turn taking
- Talking to peers and adults

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. PSED is mostly seen in Personal, Social and Emotional Development (PSED) statements.

Personal, Social and Emotional Development (PSED)	
Range 5	<p style="text-align: center;"><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows 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 • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play <p style="text-align: center;"><u>Sense of Self</u></p> <ul style="list-style-type: none"> • Is becoming 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 • Is sensitive to others’ messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows 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 <p style="text-align: center;"><u>Understanding Emotions</u></p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares

	<ul style="list-style-type: none"> • Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
Range 6	<p style="text-align: center;"><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking • Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours • Is 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 • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is 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 <p style="text-align: center;"><u>Sense of Self</u></p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has 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 <p style="text-align: center;"><u>Understanding Emotions</u></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
ELG	<p>Statutory ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Statutory ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Statutory ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; -

	<p>-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.</p>
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