



The
Early Years
Team

Personal Social and Emotional Development (PSED)

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EYFS Framework

The framework sets out 3 prime areas of learning that underpin everything in the Early Years:



- Communication and language
- Physical development
- Personal, social and emotional development



The Seven Key Features of effective practice

- The best for every child
- High quality care
- The Curriculum – what we want children to learn 
- Pedagogy – Helping children to learn
- Assessment – checking what children have learnt
- Self regulation and executive function
- Partnership with parents



Educational Programmes



2017

Personal Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



2021

Children's personal, social and emotional development 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Development Matters

2017

Making Relationships

Self Confidence and Self
Awareness

Managing Feelings and
Behaviour



2021

Self Regulation

Managing Self

Building Relationships



PSED Checkpoints

Around 7 months, does the baby respond to their name and respond to the emotions in your voice?

Around 12 months, does the baby start to be shy around strangers and show preference for certain toys and people

Around the age of 2, does the child start to see themselves as a separate person?

Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Around the age of 3, can the child sometimes manage to share or take turns with others

Around the age of 4, does the child play alongside others?



Early Learning Goal



Self Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards 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 an activity, and show ability to follow instructions involving several ideas or actions





Role of the Adults

- Support children with their sense of self by responding and building on their expressions and gestures
- Develop a strong and loving relationship with children
- Work with parent/carers to establish care routines
- Be able to comfort children and support them to interact with others
- Be positive and show interest in what they are doing
- Support and enable children to make choices for themselves



Early Learning Goal



Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Role of the Adult



- How do you support children to develop a sense of self by interacting with others
- Support children to make informed choices
- Support children to manage their feelings
- Provide consistent, warm and responsive care
- Provide a secure relationship with a Key Worker
- Can children access activities freely, without help
- Can you show warmth and affection, combined with clear and appropriate boundaries
- Do you encourage children to express their emotions?



Early Learning Goal



Building relationships

- Work and play cooperatively and turn take with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others needs



Role of the Adult

- Build respectful partnership between Early Years setting and parents and listen to each other
- Be open to what children say about differences and answer their questions straightforwardly
- Help children to feel they are valued and belong
- Give clear information about children's progress
- Encourage parents to get involved with their children's learning and support this at home
- Use story time and props to support children to understand their emotions and the emotions of others





Reflecting on your practice

What things might you want to look out for to prevent children falling behind in their development? (check points)

What support can we offer to parents/carers?

How do you work in partnership with other agencies?

How do you support children to understand the rules and boundaries in the setting?

How do you manage challenging behaviour?

How do you support children to understand the community that they live in?



SEND/Safeguarding



Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for long periods of time doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these development difficulties



Best Start in Life



When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow (DM page 4)



Useful links

<https://www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites>

<https://www.circle-time.co.uk/resources/factsheets/>

<http://www.preschoolrainbow.org/activities-circle.htm>

<https://emotionallyhealthyschools.org/primary/the-leuven-scale/>

<https://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/>



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