

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

### Nursery – PSED Skills

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth-brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• To start a conversation with an adult or a friend and continue it for many turns.</li> <li>• To become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• To show more confidence in new social situations.</li> <li>• To play with one or more other children, extending and elaborating play ideas.</li> <li>• To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>

### Nursery – PSED Knowledge

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> <li>• Know that each person is different and unique in a variety of ways.</li> <li>• To know the meaning of happy, angry, sad, worried</li> <li>• Understand gradually how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use resources, with help when needed.</li> <li>• Know how to put a coat on and do up the zip.</li> <li>• Know how to use the toilet independently and wash their hands.</li> <li>• Know about some foods which are healthy.</li> <li>• Increasingly follow rules, understanding why they are important. e.g. to tidy, to use kind hands and words.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to listen and attend to a peer or adult when joining in with conversation, in order to keep conversation going.</li> <li>• Knows how to start conversation in order to join play with peers or speak to unfamiliar people in their setting.</li> <li>• Knows how to help find solutions to conflicts and rivalries e.g. using a sand timer to wait for their turn.</li> </ul>

### Reception – PSED Skills

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the (physical) skills they need to manage the school day successfully:             <ul style="list-style-type: none"> <li>○ lining up and queuing</li> <li>○ mealtimes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> <li>• Recognise that people have different beliefs</li> </ul>

<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• To set and work towards simple goals</li> <li>• To have a positive sense of self and confidence in their own abilities.</li> <li>• To be able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• To give focused attention to what the teacher says, responding appropriately even when engaged in activity</li> <li>• To show an ability to follow instructions involving several ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Can manage their own personal hygiene needs.</li> <li>• To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• To explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• To manage their own basic hygiene and personal needs, including dressing, going to the toilet</li> <li>• To understand the importance of healthy food choices.</li> </ul>	<p>and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• To develop social phrases.</li> <li>• To work and play cooperatively and take turns with others</li> <li>• To form positive attachments to adults and friendships with peers</li> <li>• To show sensitivity to their own and to others' needs</li> </ul>
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**Reception – PSED- Knowledge**

<b>Self Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>• Know that others may not necessarily enjoy the same things as them.</li> <li>• Develop their ability to recognise the feelings of others.</li> <li>• Begin to know how to regulate their behaviour when considering the feelings and needs of others.</li> <li>• Know what they are good at and are proud of their achievements.</li> <li>• Know how to control their immediate impulses when appropriate.</li> <li>• Know how to follow instructions in involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to be a safe pedestrian.</li> <li>• Know the reasons for rules.</li> <li>• Know how to manage their personal needs independently e.g. going to the toilet and dressing.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know how to play co-operatively with others and effective strategies for resolving conflicts e.g. speaking calmly, taking turns using a sand timer, etc.</li> <li>• Knows how to treat others with respect.</li> <li>• Knows that others may have different perspectives/ beliefs.</li> <li>• Knows how to be sensitive to the needs and feelings of others.</li> <li>• Knows how to share ideas with peers in order to problem solve.</li> <li>• Knows some social phrases.</li> <li>• Knows how to play cooperatively with others.</li> </ul>

**Key Vocabulary**

Kind, share, take turns, worried, upset, angry, happy, sad, nervous, excited, calm, fear, love, respect, care, feelings, friendship, sensitive, rules, confident, healthy, exercise, behaviour, patient/ patience, instructions, clean, germs, wash, soap, safety, toothbrushing, screen time, sleep, beliefs.

**Statutory Educational Programme for Personal, Social and Emotional Development:**

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 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.

**\*Please also refer to the Statutory Educational Programmes for Physical Development and Communication and Language\***