

**Early Years at Malmesbury C of E Primary School Personal, Social
and Emotional Statement of Intent, Implementation, and Impact with
Progression of Skills and Cross Curriculum Links**





Malmesbury
Church of England Primary School

Personal, Social and Emotional Intent Statement

Overview

In the Early Years classes at Malmesbury C of E Primary School we create a supportive and nurturing atmosphere and ethos that provides our children with a sense of safety, security, belonging and self-worth. We do this by:

- establishing and developing mutually respectful relationships with and between adults and children;
- understanding children's idiosyncrasies, qualities, and attributes so they feel valued and develop positive attitudes towards themselves and others;
- knowing and understanding our children's family contexts and dynamics;
- setting rules, establishing boundaries, following routines and explaining consequences;
- modelling and explaining behaviours and emotions and how to manage and resolve conflict;
- empowering children to be independent, enabling them to make informed choices and decisions;
- using praise to build confidence.

Personal, Social and Emotional Intent Statement

Personal, Social and Emotional

Knowledge

Self-Regulation: I know...

- what emotions look like in others
- my own and others' behaviour has consequences
- sometimes I have to wait for what I want

Building Relationships: I know...

- how to share and take turns
- what makes a good friend
- we are all unique
- the characteristics of bullying

Managing Self: I know...

- the rules to help keep me safe
- the difference between right and wrong
- what is fair and unfair
- different situations require different behaviours
- there are consequences for my actions
- which foods are healthy and which are unhealthy
- how to keep myself safe
- how to wash my hands to protect myself and others from germs
- the sequence of dressing and undressing

Skills

I am learning to...

- take turns
- share
- imitate
- communicate
- listen to others
- observe
- ask questions
- express opinions
- follow rules
- negotiate
- compromise
- mediate
- solve problems
- dress and undress
- be flexible
- accept and give compliments
- develop a positive attitude
- manage behaviour
- express emotions
- make choices and decisions



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Personal, Social and Emotional Intent Statement

Statutory Framework

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.

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Personal, Social and Emotional Intent Statement

Implementation

Personal, Social and Emotional development is highly valued at Malmesbury C of E Primary School, and is underpinned by British values. We recognise that children's emotional well-being thrives when they have strong, positive relationships with both adults and other children. The building of these relationships starts with a supportive transition programme. When joining Reception information is collected about each child through our 'All about me' sheets which enquires about children's interests, needs and development. On entry quality time is spent establishing clear structures, routines and boundaries and the timetable is planned so the children get to know their new environment, make friends and build trusting relationships with the adults.

Our Early Years environment is set up to promote independent learning and to encourage children to make their own informed decisions and choices. Praise and mutual respect are the corner stone of managing behaviour in our Early Years classes and are used to create a positive ethos where children feel equally valued, safe and are able to develop their self esteem. The adults working in the Early Years understand how to create a nurturing climate and ethos by being a good role model for the children showing them how a good citizen should behave. They demonstrate how to be a good friend, show respect and kindness to the children and are consistent in their approach. Adults listen carefully to the children, empathising and communicating with them and their families and responding to their needs.



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Personal, Social and Emotional Impact Statement

Impact

by the end of the Foundation Stage most children will be able to

Make positive relationships	Share and take turns
Dress and Undress	Wait for their turn
Persevere	Focus their attention
Manage risk and keep themselves safe	Follow rules and manage their own behaviour
Compromise and negotiate to resolve conflict	Express and talk about their emotions
Manage their own personal hygiene	Follow instructions

Early Years Personal, Social and Emotional Development Cross-Curricular Links

Self Regulation

In Nursery, children learn...

- that they have different emotions
- that their actions and words can sometimes effect others
- to behave appropriately within boundaries
- to wait their turn
- to shift attention from one thing to another
- to follow a two-part instruction

In Reception, children are learning... End of Foundation Stage Checkpoint

- to talk about their own and others feelings
- to talk about how their actions can affect others
- to talk about their own and others' behaviour and how this can affect others
- to follow the rules
- to change their behaviour to suit the situation
- to accept changes in routine
- to attend to more than one thing at a time
- to follow instructions involving several ideas

Early Learning Goal: Self Regulation

Children at the expected level of development will:

- 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
- 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

Early Years Personal, Social and Emotional Development Cross-Curricular Links

Managing Self

In Nursery, children learn...

- to try new things with support
- to persevere with support
- to follow the rules
- to behave appropriately within boundaries
- to take risks with support
- to put on and take off items of clothing
- to recognise when I need to go to the toilet
- to manage my clothes so I can use the toilet independently
- to wash and dry my hands
- to recognise what is healthy and unhealthy

In Reception, children are learning... End of Foundation Stage Checkpoint

- To do things without help
- To tackle a challenge
- To persist
- To try different ways of doing things
- To take risks
- To be resilient
- To talk about reasons for rules
- To talk about what is right and wrong
- To follow the rules independently
- manage my own personal hygiene needs
- To dress and undress independently
- To talk about why making healthy food choices is important

Early Learning Goal: Managing Self

Children at the expected level of development will:

- 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.

Early Years Personal, Social and Emotional Development Cross-Curricular Links

Building Relationships

In Nursery, children learn...

- to join in with others during my play
- to choose who I play with
- to invite other children to play with me
- to respond appropriately to others in my play
- to talk to others in my play
- to share and take turns with support
- to be aware of others needs and wishes

In Reception, children are learning...

- to listen to what others say
- to find ways to resolve conflicts
- to play co-operatively
- to share and take turns
- to take account of and include other people's ideas
- to think about how other people feel when I make decisions and choices

End of Foundation Stage Checkpoint

Early Learning Goal:

Building Relationships

Children at the expected level of development will:

- 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.

Early Years Personal, Social and Emotional Development – Cross-Curricular Links

English – Spoken Language

Listening Skills

End of EYFS Checkpoint
Early Learning Goal

– Self Regulation

Children at the expected level of development will:

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.

English – Spoken Language

Follow Instructions

Nursery

- Remember rules without needing an adult to remind them.

End of EYFS Checkpoint
Early Learning Goal
– Self-Regulation

– Managing Self

Children at the expected level of development will:

- 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.
- Explain the reasons for rules, know right from wrong and try to behave accordingly

Early Years Personal, Social and Emotional Development – Cross-Curricular Links

English – Spoken Language

Drama, Performance and Confidence

Nursery	<ul style="list-style-type: none">• Show more confidence in new social situations• Develop appropriate ways to be assertive
End of EYFS Checkpoint Early Learning Goal - Managing Self	Children at the expected level of development will: <ul style="list-style-type: none">- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge

English – Spoken Language

Speaking for a range of purposes

Nursery	<ul style="list-style-type: none">• Play with one or more children, extending and elaborating play ideas• Develop appropriate ways of being assertive• Talk with others to solve conflicts• Talk about their feelings using words like 'happy', 'sad', 'angry', or worried
Reception	<ul style="list-style-type: none">• Express their feelings and consider the feelings of others
End of EYFS Checkpoint Early Learning Goal - Managing Self	Children at the expected level of development will: <ul style="list-style-type: none">- Explain the reasons for rules, know right from wrong and try to behave accordingly

Early Years Personal, Social and Emotional Development – Cross-Curricular Links

Science

Nursery	<ul style="list-style-type: none"> • Make healthy choices about food, drink and activity and tooth-brushing
Reception	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth-brushing - sensible amounts of screen time - having a good sleep routine - being a safe pedestrian
End of EYFS Checkpoint Early Learning Goal - Managing Self	<p>Children at the expected level of development will:</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

RE

Nursery	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community
Reception	<ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others
End of EYFS Checkpoint Early Learning Goal - Building Relationships	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show sensitivity to their own and others' needs

Early Years Personal, Social and Emotional Development – Cross-Curricular Links

PE

Nursery	<ul style="list-style-type: none"> • 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 • Increasingly follow the rules, understanding why they are important • Remember rules without needing an adult to remind them
Reception	<ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others
End of EYFS Checkpoint Early Learning Goal	Children at the expected level of development will:
- Managing Self	<ul style="list-style-type: none"> - 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.
- Building Relationships	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others;

DT

Nursery	<ul style="list-style-type: none"> • 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
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Early Years Personal, Social and Emotional Development – Cross-Curricular Links

Computing	
Nursery	<ul style="list-style-type: none">• Remember rules without needing an adult to remind them
Reception	<ul style="list-style-type: none">• Show resilience and perseverance in the face of a challenge• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- Sensible amounts of screen time
End of EYFS Checkpoint Early Learning Goal - Managing Self	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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

Nursery

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- 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.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth-brushing.

Reception

- See themselves as a valuable individual.
 - Build constructive and respectful relationships.
 - Express their feelings and consider the feelings of others.
 - Show resilience and perseverance in the face of challenge.
 - Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their personal hygiene needs.
 - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

End of EYFS Checkpoint - Early Learning Goals
Children at the expected level of development will...

Self-Regulation

- 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;
- 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

- 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.

Building Relationships

- 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.