



EYFS Statutory Educational Programme: 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

At Saracens Bell Lane we place great value on the quality of the relationships that we foster and support, between adults and children and between children and children. We strive to create an emotional environment where children's unique skills, talents and characteristics are valued and celebrated. Everyone in our school community makes a special contribution and we work hard to ensure that children feel valued and celebrated. We see the essential life skills that are fostered in children's personal, social and emotional development and use both direct teaching opportunities and interactions to coach and develop these skills. Values of appreciation, respect, tolerance, compassion, inclusion, and acceptance of all are at the heart of our learning.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Making Relationships	<p>To be able to separate from their main carer.</p> <p>To know that they can be comforted by adults in class and at school</p> <p>Plays alongside other children, sometimes taking</p>	<p>To be able to play cooperatively with a peer.</p> <p>To enjoy the company of their peers.</p> <p>Begging to have an awareness of their own family.</p>	<p>Talks with others to solve a problem.</p> <p>Is able to play with peers, extending and elaborating ideas.</p> <p>Demonstrates friendly behaviour towards others.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>Has an understanding of what being a good friend means.</p> <p>Initiates conversations, attends to and takes account of what others say.</p>	<p>ELG: Self-Regulation</p> <p>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</p>

	<p>notice of what they are doing.</p> <p>May have formed a secure friendship with one or two children.</p>	<p>To more outgoing with unfamiliar people.</p>	<p>Initiates play with others, encouraging peers to join them.</p>		<p>engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: 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.</p> <p>ELG: 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.</p>
<p>Self-confidence and Self-awareness</p>	<p>To be adapt to the new school environment</p> <p>To know that they can approach adults for help</p> <p>To be able to begin to show a desire to be independent to access the classroom environment</p>	<p>To be able to develop independence to try to do things by themselves.</p> <p>Is encouraged by responsibility and praise.</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud.</p> <p>To be able to continue to build resilience to keep trying and not give up.</p> <p>Shows confidence in asking other for help.</p>	<p>To be able to display confidence to choose and try new activities and show independence, resilience, and perseverance in the faces of challenge.</p> <p>To begin to understand the school learning powers and be able to talk about these in class discussions.</p>	
<p>Managing feelings and behaviours</p>	<p>To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person</p> <p>To be able to begin to be aware of school routines, rules, and boundaries</p>	<p>To begin to be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt other feelings</p> <p>To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>To show an awareness of the schools' values.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that</p>	<p>To show an understanding of the schools' values and behaviours.</p> <p>To be able to 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> <p>To have some understanding of how actions and words can affect others.</p>	

			some actions and words can hurt others' feelings	To have a growing understanding of the school's values.	
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