

Area of Learning Personal, Social & Emotional Development	<b>ELG- Personal, Social &amp; Emotional Development</b>		
	<p><b>Intent:</b>          At John Randall, we foster authentic, genuine relationships with our children and families. Children's personal and social wellbeing is developed by;</p> <ul style="list-style-type: none"> <li>• Knowing and celebrating our children as unique individuals</li> <li>• Understanding child development and developing an environment that supports interactions between adults and peers</li> <li>• Developing a sense of stability through clear routines, boundaries and age-appropriate expectations</li> <li>• Respectful modelling of conflict resolution and sharing of feelings and consequences</li> <li>• Creating an ethos where children are responsible for their actions, their environment and their choices</li> <li>• Developing emotional literacy to build resilience</li> <li>• Linking to British Values and Spiritual, Moral, Social and Cultural development</li> </ul>	<p><b>Implementation:</b>          Our PSED offer starts upon transition to school. Children and families have a 1:1 meeting with their teacher and a short taster session to introduce them to their new learning environment.          On entry to school, educators spend time getting to know children as individuals and strong, genuine positive relationships are formed with familiar adults.          Throughout EYFS, children learn about our school values of 'ready, respectful and safe' in different contexts. Adults also:</p> <ul style="list-style-type: none"> <li>• Model and demonstrate appropriate conflict resolution</li> <li>• Interact, listen and respond to children in a genuine and respectful manner, at all times</li> <li>• Model respectful communication at all times</li> <li>• Show fairness, diversity and equality in all that we do</li> </ul>	<p><b>Impact; by the end of FS:</b></p> <ul style="list-style-type: none"> <li>• I understand who I am and what makes me a fantastic and unique person</li> <li>• I understand what makes me, me</li> <li>• I can regulate my emotions in an age-appropriate way</li> <li>• I have a good understanding of what is 'right' and 'wrong'</li> <li>• I can look after myself and my body through my day to day routines such as dressing and going to the toilet</li> <li>• I have built some relationships with others and can communicate effectively with these familiar friends</li> <li>• Work as a pair or part of a small team</li> <li>• Listen attentively to others and share my thoughts</li> </ul>
<p><b>Knowledge – I will know...</b></p> <ul style="list-style-type: none"> <li>• What makes me a unique individual</li> <li>• That our rules and expectations help to keep me safe and what these are</li> <li>• How to be independent in my self-care and hygiene skills</li> <li>• Focus my attention and work at something to achieve my goals</li> <li>• When it is right for me to listen and then respond</li> <li>• What makes a healthy food choice</li> <li>• How to use language to solve problems</li> <li>• Fair and unfair situations</li> <li>• Morally right and wrong situations</li> <li>• How to include others in my play</li> <li>• How to talk sensitively to others</li> <li>• How to manage 'big' emotions</li> <li>• Notice what I and others around me are good at</li> <li>• How to help somebody and work as a team</li> </ul>	<p><b>Skills – I will be learning to...</b></p> <ul style="list-style-type: none"> <li>• Turn take</li> <li>• Listen attentively</li> <li>• Follow rules and expectations</li> <li>• Respond to others</li> <li>• Use and notice body language</li> <li>• Communicate with others</li> <li>• Employ a 'calming strategy' to help regulate myself</li> <li>• Make a choice</li> <li>• Decide on something</li> <li>• Dress and undress</li> <li>• Notice and dress for the weather</li> <li>• Notice danger</li> <li>• Carry items safely</li> <li>• Listen and learn about new tools</li> <li>• Be persistent and try again</li> <li>• Play alongside others</li> <li>• Include others in my play</li> <li>• work as a team</li> <li>• adapt to new situations</li> </ul>		

	<b>Managing Self</b>	<b>How this is implemented and achieved in EYFS:</b>	<b>Links to KS1</b>
	<ol style="list-style-type: none"> <li>1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>2. Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ol>	<p>In Reception, we follow and adapt the Jigsaw program which covers the following areas:</p> <ul style="list-style-type: none"> <li>• Being Me in My World (To know: special things about themselves, that some people are different from themselves, how happiness and sadness can be expressed, that hands can be used kindly and unkindly, that being kind is good, that they have a right to learn and play, safely and happily)</li> </ul>	<p><a href="https://www.johnrandallprimary.co.uk/progression-in-skills/">https://www.johnrandallprimary.co.uk/progression-in-skills/</a>  <a href="https://www.johnrandallprimary.co.uk/progression-of-skills/">https://www.johnrandallprimary.co.uk/progression-of-skills/</a></p> <p>In Year 1 the Jigsaw program covers the following areas:</p>
	<p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>1. Work and play cooperatively and take turns with others.</li> <li>2. Form positive attachments to adults and friendships with peers.</li> <li>3. Show sensitivity to their own and to others' needs.</li> </ol>	<ul style="list-style-type: none"> <li>• Celebrating Difference (To know: what being proud means and that people can be proud of different things, that people can be good at different things, what being unique means, that families can be different, that people have different homes and why they are important to them, different ways of making friends, different ways to stand up for myself, the names of some emotions such as happy, sad, frightened, angry, that they don't have to be 'the same as' to be a friend, why having friends is important, some qualities of a positive friendship)</li> </ul>	<ul style="list-style-type: none"> <li>• Being Me in My World (To understand: the rights and responsibilities of a member of a class, that their views are important, that their choices have consequences, their own rights and responsibilities with their classroom)</li> <li>• Celebrating Difference (To know: that people have differences and similarities, what bullying means, who to tell if they or someone else is being bullied or is feeling unhappy, skills to make friendships, that people are unique and that it is OK to be different)</li> </ul>
	<p><b>Self-Regulation</b></p> <ol style="list-style-type: none"> <li>1. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>3. 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.</li> </ol>	<ul style="list-style-type: none"> <li>• Dreams and Goals (To know: what a challenge is, that it is important to keep trying, what a goal is, how to set goals and work towards them, which words are kind, some jobs that they might like to do when they are older, that they must work hard now in order to be able to achieve the job they want when they are older, when they have achieved a goal)</li> <li>• Healthy Me (To know: the names for some parts of their body, what the word 'healthy' means, some things that they need to do to keep healthy, that they need to exercise to keep healthy, how to help themselves go to sleep and that sleep is good for them, when and how to wash their hands properly, what to do if they get lost, how to say No to strangers)</li> <li>• Relationships (To know: what a family is, that different people in a family have different responsibilities (jobs), some of the characteristics of healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals (To know: how to set simple goals, how to achieve a goal, how to work well with a partner, that tackling a challenge can stretch their learning, how to identify obstacles which make achieving their goals difficult and work out how to overcome them, when a goal has been achieved)</li> <li>• Healthy Me (To know: the difference between being healthy and unhealthy, some ways to keep healthy, how to make healthy lifestyle choices, how to keep themselves clean and healthy, know that germs cause disease / illness, that all household products, including medicines, can be harmful if not used properly, know that medicines can help them if they feel poorly, how to keep safe when crossing the road, about people who can keep them safe)</li> <li>• Relationships (To know: that everyone's family is different, that there are lots of different types of families, that families are founded on belonging, love and care, how to make a friend, the characteristics of healthy and safe friends, that physical contact can be used as a greeting, about the different people in the school</li> </ul>

		<p>and safe friendship, that friends sometimes fall out, some ways to mend a friendship, that unkind words can never be taken back and they can hurt, how to use Jigsaw's Calm Me to help when feeling angry, some reasons why others get angry)</p> <ul style="list-style-type: none"> <li>• Changing Me (To know: the names and functions of some parts of the body (see vocabulary list), that we grow from baby to adult, who to talk to if they are feeling worried, that sharing how they feel can help solve a worry, that remembering happy times can help us move on)</li> </ul>		<p>community and how they help, who to ask for help in the school community)</p> <ul style="list-style-type: none"> <li>• Changing Me (To know: that animals including humans have a life cycle, that changes happen when we grow up, that people grow up at different rates and that is normal, the names of male and female private body parts, that there are correct names for private body parts and nicknames, and when to use them, which parts of the body are private and that they belong to that person and that nobody has the right to hurt these, who to ask for help if they are worried or frightened, that learning brings about change)</li> </ul>		
	<p>Throughout EYFS, we also:</p> <ul style="list-style-type: none"> <li>• Have regular circle times</li> <li>• Model and implement partner talk in our day-to-day teaching &amp; routines</li> <li>• Have daily 'relax' sessions by implementing partner massage, listening stories, whole body listening and responses</li> <li>• Model, notice and point out our feelings and how others may feel</li> <li>• Develop authentic and genuine positive relationships with all</li> <li>• Develop and maintain a respectful and inclusive learning environment where conflict is managed (e.g. having resources that children can use freely and others that children must share respectfully)</li> <li>• Assemblies to celebrate children's individual successes and achievements</li> <li>• Model and learn about hygiene and getting dressed/ undressed e.g. during PE, Forest School etc.</li> <li>• Learn about food and healthy eating from our curriculum chefs and through lunch and snack times</li> <li>• Develop our class rules together over time</li> <li>• Talk about and support fair/ unfair circumstances</li> <li>• Plan for team-work during adult focus and child initiated learning time</li> <li>• Prioritise careful, respectful interactions with all our school community</li> </ul>					
Key related vocabulary:	<ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Safe</li> <li>• Unique</li> <li>• Resolution</li> <li>• Problem</li> <li>• Solve</li> <li>• Support</li> <li>• Help</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Regulate</li> <li>• Friends</li> <li>• Argument</li> <li>• Conflict</li> <li>• Adapt</li> <li>• Flexible</li> <li>• Behaviour</li> <li>• Engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Right</li> <li>• Wrong</li> <li>• Fair</li> <li>• Unfair</li> <li>• Different</li> <li>• Same</li> <li>• Option</li> <li>• Concentrating</li> </ul>	<ul style="list-style-type: none"> <li>• Choice</li> <li>• Decision</li> <li>• Consequence</li> <li>• Idea</li> <li>• Point of view</li> <li>• Opinion/ thoughts</li> <li>• Positive</li> <li>• Motivated</li> </ul>	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Successful</li> <li>• Tricky</li> <li>• Challenge</li> <li>• Hard-work</li> <li>• Negative</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Germs</li> <li>• Healthy</li> <li>• Self-care</li> <li>• Proud</li> <li>• Well-being</li> <li>• Calm</li> <li>• Feeling/ Emotion words</li> </ul>

	<u>Being Me In My World</u> <ul style="list-style-type: none"> <li>• Kind</li> <li>• Gentle</li> <li>• Friend</li> <li>• Similar(ity)</li> <li>• Different</li> <li>• Rights</li> <li>• Responsibilities</li> <li>• Feelings</li> <li>• Angry</li> <li>• Happy</li> <li>• Excited</li> <li>• Nervous</li> <li>• Sharing</li> <li>• Taking Turns</li> </ul>	<u>Celebrating Difference</u> <ul style="list-style-type: none"> <li>• Different</li> <li>• Special</li> <li>• Proud</li> <li>• Friend</li> <li>• Kind</li> <li>• Same</li> <li>• Similar</li> <li>• Happy</li> <li>• Sad</li> <li>• Frightened</li> <li>• Angry</li> <li>• Family</li> </ul>	<u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Goal</li> <li>• Challenge</li> <li>• Job</li> <li>• Ambition</li> <li>• Perseverance</li> <li>• Achievement</li> <li>• Happy</li> <li>• Kind</li> <li>• Encourage</li> </ul>	<u>Healthy Me</u> <ul style="list-style-type: none"> <li>• Healthy</li> <li>• Exercise</li> <li>• Head</li> <li>• Shoulders</li> <li>• Knees</li> <li>• Toes</li> <li>• Sleep</li> <li>• Wash</li> <li>• Clean</li> <li>• Stranger</li> <li>• Scared</li> <li>• Trust</li> </ul>	<u>Relationships</u> <ul style="list-style-type: none"> <li>• Family</li> <li>• Jobs</li> <li>• Relationship</li> <li>• Friend</li> <li>• Lonely</li> <li>• Argue</li> <li>• Fall-out</li> <li>• Words</li> <li>• Feelings</li> <li>• Angry</li> <li>• Upset</li> <li>• Calm me</li> <li>• Breathing</li> </ul>	<u>Changing Me</u> <ul style="list-style-type: none"> <li>• Eye</li> <li>• Foot</li> <li>• Eyebrow</li> <li>• Forehead</li> <li>• Ear</li> <li>• Mouth</li> <li>• Arm</li> <li>• Leg</li> <li>• Chest</li> <li>• Knee</li> <li>• Nose</li> <li>• Tongue</li> <li>• Finger</li> <li>• Toe</li> <li>• Stomach</li> <li>• Hand</li> <li>• Baby</li> <li>• Grown-up</li> <li>• Adult</li> <li>• Change</li> <li>• Worry</li> <li>• Excited</li> <li>• Memories</li> </ul>
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