

The Hermitage Schools



Early Years Foundation Stage

Personal, Social and Emotional Development Workshop

Personal, Social and Emotional Development

- Personal, Social and Emotional Development (PSED) is recognised as one of the building blocks of success in life.
- It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others.
- This does not happen in isolation and relies on influential adults such as parents and other familiar adults providing them with positive feedback and modelling appropriate behaviour.



Personal, Social and Emotional Development

PSED Early Learning Goals (ELGs)

- Self-regulation
- Managing Self
- Building Relationships



Self Regulation

- This goal helps children to develop confidence in who they are and what they can do, as well as expressing their own ideas.
- We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive.
- This helps children feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Early Learning Goal

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.*



Self-Regulation Tips

Build your child' ability to self regulate through providing opportunities for them to be –

- Give time to children to self sooth. Sometimes they need time to reflect on a difficult situation before they are able to talk it through.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.
- Give children space to calm down and return to an activity.

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Managing Feelings and Behaviour

- This goal is about how children can understand their own and other people's feelings, and how they learn to manage and self regulate their feelings without letting them spill out.
- It also links to how children learn and follow simple rules which operate in different places such as home, a nursery setting or a play area.
- Children need the support of adults to help them to understand these sometimes complex and often challenging areas.

Early Learning Goal

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.*



Managing Feelings & Behaviour Tips

- Offer constructive support and recognition of child's personal achievements.
- Have clear boundaries and stick to them
- Promote sharing
- Encourage children to express their feelings appropriately
- Encourage children to adapt behaviours to different situations
- Model how to negotiate and solve problems
- Encourage restorative behaviour
- Label the behaviour not the child – it's the choice that was not good and not the child

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EYFS Display

			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Whining Out of Control I Need Time and Space



Building Relationships

- This goal is about how young children learn to get along with other children and with adults
- How they see something from somebody else's point of view and take this into account when they play and work with other children.
- It is also significant in developing friendships.
- To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as showing that they are sorry for hurting another person's feelings.
- This is one area in which many adults continue to struggle with since it is far-ranging and complex.
- Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

Early Learning Goal

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.*



Building Relationships Tips

Encourage and support your child to -

- build relationships with special friends
- interact with others
- play alongside others
- play co-operatively with others
- show affection and concern for others
- join in with others play
- initiate play with others
- take steps to restore conflicts
- Takes account of what others say

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Phrases

Instead of...	Try...
I want....	<ul style="list-style-type: none">• Please can I have.
No!	<ul style="list-style-type: none">• No thank you.• You can have it next.• You can have it when I'm finished.
It's mine! He's/She's not sharing	<ul style="list-style-type: none">• No thank you.• Please can I have it?• I haven't finished yet, you can have it when I'm done.
You are naughty!	<ul style="list-style-type: none">• That's not a good choice. How can you make a good choice next time?