

The Oaktree School



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)

- Managing Behaviour
- Making Relationships
- Self-Confidence and Self-Awareness



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 talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



Managing Feelings & Behaviour Tips

- Have clear boundaries and stick to them
- Promote sharing
- Encourage children to express their feelings appropriately
- 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
- 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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Making 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 play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



Making 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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Self-Confidence and Self-Awareness

- 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 are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.



Self-Confidence and Self-Awareness

Tips

Build your child's self confidence and awareness through providing opportunities for them to be –

- able to engage in pretend play
- separate from main carer with support and encouragement
- select and use resources appropriately
- take responsibility
- Welcomes and values praise
- Confident to talk to other children when playing
- Ask for help from adults
- Describe self in positive terms

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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?



Thank you.

Please contact the school office
(office@oaktree.surrey.sch.uk) if you
have any questions or would like any
further information to support your
child with their PSED.

