

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.

Early Learning Goal: 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.

Early Learning Goal: 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.

Early Learning Goal: 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.

Our Intent at Kaleidoscope Multi-Academy Trust

In our everyday practice and provision, we will endeavour to ensure that children feel happy and safe. We aim to ensure that children see themselves as valuable individuals and attended a school where they can build respectful relationships, express their feelings, understand the feelings of others, learn and show resilience and perseverance in the face of challenge and manage their own personal needs. We will do this through reading and discussing books with children that explore their personal, social and emotional needs. For example, Colour Monster, Colour Monster Goes to School, Silly Billy, The Koala Who Could, Nothing, Ruby's Worry and Germs are Not for Sharing. In addition to the above, we will provide additional support, for those children who need it, using the programme 'Bucket Time'.

We aim to use the programme Jigsaw which is a mindful approach to personal, social and emotional development in the Early Years. This is also the programme that is used from Year 1 to Year 6. Through the use of Jigsaw, we will support children in each of the following aspects by selecting the elements that will best support children's learning and development:

- Term 1: Being Me in my World
- Term 2: Celebrating Difference
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me

Each theme has recommended children's books that will be read and discussed.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

School Inspection Handbook 2021

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress' (page 80).

PSED Development Matters Observation Checkpoint for 3 and 4-Year-Olds

- **Around the age of 3** Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
- Can the child settle to some activities for a while?
- **Around the age of 4** Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?
- **Note:** watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.
- Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.
- Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Sensible and Meaningful Assessment

Comments on transitional records initial observations on starting school		
Percentage of children who are ready to progress End of term 2	Who needs more experience (list initials)? Consider context and range of situations	How will we do this?
Percentage of children who are ready to progress End of term 4	Who needs more experience (list initials)? Consider context and range of situations	Who needs more experience (list initials)? Consider context and range of situations.
Percentage of children who are ready to progress End of term 6	Who needs more experience (list initials)? Consider context and range of situations	Who needs more experience (list initials)? Consider context and range of situations.