



- Development Matters Statement
- ❖ Oakridge Statement

Oakridge Early Years Curriculum: Personal, Social and Emotional Development

An Overview of 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. (*Development Matters, 2021*)

PSED in context at Oakridge:

At Oakridge many pupils start nursery with lower than average baseline assessment data in this prime area. This is often due to limited experience of social interactions in the wider community. Pupils are often very familiar with their immediate and extended family, but may not have had the opportunity to experience social interactions in larger groups of children, for example in parent and toddler groups / playgroups. In many cases pupils' first experience of parting from their main caregiver is when they commence Oakridge nursery. Some of the pupils that join Oakridge in the Reception year have wider experiences of socialising with others in a nursery or pre-school setting, but not all.

Practitioners strive to empower pupils to develop positive relationships with others by aiding smooth transitions from home to school, by ensuring quality interactions with others, through acting as positive role models, by helping pupils feel safe and secure in the environment and through experience of small to large group activities which encourage fair sharing and turn taking. We also use books and social stories to ensure that pupils are equipped to identify and deal with a range of emotions.

We praise all positive behaviour and help pupils to develop an understanding of the school values and rules. Pupils develop a sense of making 'positive' and 'negative' choices with rewards and sanctions at an age / stage appropriate level, in line with the wider school behaviour policy. We celebrate effort and achievement through use of stickers, post cards sent home and an abundance of verbal praise. We also encourage the sharing of 'Wow Moments' from home. Practitioners endeavour to develop a sense of 'feeling good' about personal success in children.

We celebrate a wide range of special occasions and festivals that are significant for our pupils and utilise stories, role play, discussion work and encourage the sharing of experiences from home to support this learning.



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Skills		Knowledge
Pupils in Nursery 1 (3 to 4 year olds) will be learning to:	• Select and use activities and resources, with help when needed. This helps pupils to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Sometimes manage to share or take turns with others, with adult guidance and understanding ('yours' and 'mine').	• Understand gradually how others might be feeling. ❖ Begin to understand how to care for resources.
Pupils in Nursery 2 (3 to 4 year olds) will be learning to:	• Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries: e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Play alone and alongside others • Participate in pretend play involving familiar people: e.g. being 'mummy' or 'daddy'. • Participate in pretend play with different roles: e.g. being the Gruffalo. • Negotiate solutions to conflicts in their play.	❖ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ❖ Remember rules without needing an adult to remind them.



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Pupils in Reception will be learning to:	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. • Manage their own needs.	• Identify and moderate their own feelings socially and emotionally. ❖ Know how different emotions / moods may make them feel and act. ❖ Develop knowledge of how to become an effective listener to enable shared organisation of activities. ❖ Have a bank of ideas of how to overcome conflicts with peers. ❖ Know some ways to keep safe when using technology.
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Personal, Social and Emotional Development - Early Learning Goals

ELG: Self-Regulation

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.

ELG: Managing Self

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.

ELG: Building Relationships

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.



Opportunities to support Personal, Social and Emotional Development in Early Years:

- Smooth transitions from home to school – Staggered start to develop confidence in getting to know key workers, unfamiliar adults and peers.
- Plentiful child initiated learning (CIL) opportunities for pupils to play alongside others and cooperative games with familiar adults and peers.
- Nursery key worker group time (small group learning).
- Whole class discussion times (Reception).
- Creation of zones designed to encourage social interactions e.g. – Role play areas / snug / dens.
- Provision and scaffolding of interactive games e.g. – ball games, 'snap', board games.
- Collaborative group activities e.g. – parachute games.
- Home corner / Role play area reflective of home culture AND different cultures, inclusive of all backgrounds.
- Provision of books, puppets, dolls and small world resources to enable pupils to explore and act out social scenarios.
- Literature, social stories and picture prompts about friends, friendship and understanding differing feelings and emotions.
- Pupil input into setting and agreeing class charter.
- Setting of clear rules and behavioural expectations – Consistency demonstrated with rewards and sanctions.
- Opportunities to work in a range of small groups with different peers.
- Pupils encouraged to make their own choices regarding activities in CIL.
- 'Pupil Voice' in 'Learning Links' and in Maths and Literacy learning journeys – Pupils to articulate how they felt about activities and what they were good at.
- Activities varied regularly to ensure pupils have new experiences.
- Pupils are provided with plentiful time to fully engage in activities and explore their personal interests.
- 'Wow Moments' shared and celebrated with peers.
- Enrichment activities planned to support personal, social and emotional skills e.g.- trips independent of a parent / den building day – collaborative activity / 'Family Fortnight' (sharing of cultural skills).
- Participate in 'Safer internet' activities.



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Steps to support the progression of skills and knowledge in Personal, Social and Emotional Development

Play with one or more other children, extending and elaborating play ideas. (Nur)	- Practitioners to model collaborative thinking during group times, narrating how to extend each other's ideas. - Encourage pupils to work with one other peer, supported by an adult, then extend to small group activity. - Adult to model sharing and turn-taking, supporting pupils with developing these skills; Encourage all children to share their ideas, listening and responding appropriately. - Practitioners should provide opportunities for all pupils to share their ideas.
Find solutions to conflicts (Nur) Have a bank of ideas of how to overcome conflicts with peers. (Sharing and turn taking) (Rec)	- Practitioner to ensure a calm space is found to allow child to reflect upon conflicts. - Encourage pupils to explain what has happened (recalling in words or by demonstrating). - Adults to model good listening and clarify understanding of conflict. - Practitioners to scaffold sharing and turn taking e.g. – By explaining how a sand timer could be used to limit time with a certain piece of equipment / by sharing out a group of similar items. - Encourage pupils to explain to a peer how they are feeling. - Adults to use relatable books and stories to provide examples of conflict how they can be resolved. - Practitioners to model and encourage assertiveness without being disrespectful. - Adults to support pupils to develop an 'overcoming conflict toolkit' through use of stories, role play, agreeing common classroom practices and by use of 'Friendship scenarios'.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (Nur) Know how different emotions / moods may make them feel and act. (Rec)	- Practitioners to model words in everyday practice, pointing out how our expressions and body language reflect a range of emotions. - Use of picture prompts by adults in communicating about feelings. - Print and resources in environment support understanding of different moods e.g. – Colour Monster posters and books / emotion jars. - Adults should explicitly teach pupils about emotions; common reasons for having a particular emotion, how we may feel and look when experiencing different emotions and ways in which we can feel better, if experiencing more negative emotions. - Pupils to practise different facial expressions / body language in structured role play and social games to reflect a range of emotion. - Use puppets or small world characters to act out scenarios that may stir a range of emotions and model how to express emotion effectively.



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Build constructive and respectful relationships. (Making friends) (Rec)	- During induction, practitioners to provide structured group activities in which names of peers are learnt. - Strong class ethos modelled, developed and promoted by adults; one which is reflective of whole school values – Particularly demonstrating respect and being kind. - Practitioners should model and emphasise these behaviours, making explicit when another adult or pupil is demonstrating these positive behaviours. - Foster talk about 'What makes a good friend' and use day to day examples to reinforce positive behaviours. - Ensure there are plenty of opportunities for collaborative working.
Show resilience and perseverance in the face of challenge. (Rec)	- Practitioners to purposefully demonstrate 'not getting things right first time' and persevering until a goal is reached. - Adults to model asking each other for help and support. - Practitioners to facilitate open discussions about what to do when faced with a challenge e.g.- do not be disheartened, stay positive, try again, seek support from a peer or adult. - Practitioners to use specific praise for effort and resilience, not end result.
Develop knowledge of how to become an effective listener to enable shared organisation of activities. (Rec)	- Develop effective listening skills through embedding class rules and routines e.g.- Use of visual aid 'Mr Potato Head' at carpet time (eyes looking at person speaking, legs crossed, hands still, mouth quiet, listening ears) - Play listening games with pupils which develop attention and communication with others. - Practitioners to have consistent expectations regarding listening and attention. - Adults to model being effective listeners, - Praise effective listening skills and explicitly present positive examples to all pupils e.g. "I can really 'Child X' is listening today because..." - Practitioners to scaffold social situations to enable every child's voice to be heard and their contribution valued.
Know some ways to keep safe when using technology (Rec)	- Practitioners to ensure pupils are given the opportunity to discuss their usage of technology and present pupils with ways to stay safe online; - o <i>Never tell people on the internet your full name, where you live, the name of your school or phone number.</i> - o <i>Only use the internet when with an adult.</i> - o <i>Tell an adult if you see something on the internet that makes you feel worried or sad.</i> - o <i>Never talk to strangers or send them pictures of yourself.</i> - o <i>Only download things from the internet if you have asked an adult.</i>