

## **How is PSED taught in Reception?**

In Reception '**Personal, Social and Emotional Development**' contains three strands: '**Building Relationships**', '**Self-Regulation**' and '**Managing Self**'.

PSED is one of the three Prime Areas of Learning in the EYFS framework.

### **Prime and Specific areas of learning...**

The three Prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language.

The four Specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

**Building Relationships Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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'.*

**Self-Regulation Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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'.*

**Managing Self Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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'.*

In order for children to achieve these Early Learning Goal we provide lots of opportunities for children to express themselves using a range of media. This includes....

- ✚ Both classrooms and outside are sectioned into lots of different areas of learning. All of these areas support children's personal, social and emotional development. The children play in these areas during our Busy Learning Time (80% of the day). During this time children can explore areas such as role play, making and small world etc... independently. This enables them to grow in confidence; selecting and using resources, playing and negotiating with their peers.
- ✚ These areas support children's Health and Self Care: Our role play area / outside dressing up box / outside welly rack and waterproofs / toilet area / individual pegs, drawers and water bottle spaces.
- ✚ We also have a quiet area and reflection area in both classrooms, where children can sit, read, relax and explore interesting objects from our weekly RE/PSE topic.
- ✚ During the first half term in school each weekly focus is based upon PSED.
- ✚ Team Learning Time always includes both Teacher led and independent activities that promote children's PSED; encouraging children to work co-operatively as part of a small group, follow rules and share their ideas and resources.
- ✚ Doddy and Chirpy introduce the Golden Rules and help the children to understand what they look like in school. The children will continue to follow these rules throughout school.
- ✚ The children take turns taking Doddy and Chirpy home each weekend and help to care for them.
- ✚ Both classrooms have the same rocket chart reward systems. These are used to reinforce the golden rules / good behaviour and to encourage children to challenge themselves during Busy Learning Time.
- ✚ Both classrooms use the same visual timetables which are referred to throughout the day. Any changes to our normal routine are displayed and talked about so that children feel informed and prepared.
- ✚ Visual aids to help with expected behaviour: we have good sitting pictures, rewards cards for good behaviour during whole class learning (good thinking, listening and partner work). There are also signs about making good decisions (chants that we learn 'Stop I don't like it' / 'If its not kind keep it in your mind')
- ✚ The children are given tidy up time responsibilities (areas to keep clean and tidy).
- ✚ They are rewarded with Golden Rule tickets.

- ✚ The resources around the classroom encourage children to be independent learners e.g. Velcro names and pictures for them to learn and practise writing.
- ✚ Challenge Eggs: to encourage setting and achieving small goals (academic and behavioural).
- ✚ Special People of the Week: to celebrate achievements and award special privileges such as leading prayers and giving out snack etc...
- ✚ Children are encouraged to try new things and experience new things. We often have visitors to the school in regards to different topics we are learning.
- ✚ We also include different foods, cooking, music and sensory experiences when planning for various topics throughout the year.
- ✚ Children are encouraged to participate in whole class performances such as our Christmas Nativity and whole class assemblies.
- ✚ Children go on trips such as to Trelissick Gardens and for swimming lessons.
- ✚ Children are provided with opportunities to care for things; such as our school guinea pigs / stick insects / snails / duckling eggs / chicks.
- ✚ Parents are informed of our weekly topics and encouraged to provide children with relevant show and tell items.
- ✚ Parents are encouraged to add observations to Tapestry (Online Learning Journey) of their child's achievements at home. At snack time we look through Tapestry and children are provided with the opportunity to talk to their classmates about these achievements.
- ✚ We have Circle times sessions twice a week, which focus upon children's PSED. These include discussions, stories, games and songs. Most of these activities are taken from the 'National Strategies; Excellent and Enjoyment: Social and Emotional Aspects of Learning'.
- ✚ Children who are identified as being below expected levels of development in PSE receive additional small group intervention with an adult at least once per week (Baby SEAL group).
- ✚ Each Reception child is buddied up with a Year 5 child. Their year 5 buddies write them letters when they start school to introduce themselves. This is shared at their home visit. Then they meet up regularly to read stories and play games together. This continues into Year 1 when their buddies are then in Year 6.
- ✚ The children also have King Charles Penpals. They write letters to another child in King Charles Reception class throughout the year. They also meet up a couple of times at each other's schools.
- ✚ We have healthy snacks each day and children are encouraged and praised for trying new healthy foods.

- ✚ We grow our own vegetables in our garden and make vegetable soup in the Autumn term.
- ✚ Parents are encouraged to attend a drop-in session on PSED and behaviour and meet up twice per year with the class teachers to discuss children's PSE skills and development.
- ✚ Parents are also given advise on helping with children's self-care during home visits to prepare them for school.