

Personal, Social and Emotional Development in EYFS at Brookside Primary School

Personal, Social and Emotional Development (PSED) is one of the three prime areas of learning in the EYFS and is at the heart of everything we do in EYFS at Brookside Primary School.



The EYFS framework breaks PSED into three main areas:

1. Self-regulation

- Understanding and managing feelings and behaviour
- Following rules and expectations
- Paying attention and concentrating
- Being able to wait, take turns and control impulses
- Developing strategies for self-regulation

2. Managing self

- Developing independence
- Looking after their own personal needs
- Understanding healthy choices
- Building confidence
- Taking appropriate risks and showing resilience
- Developing positive attitudes towards learning

3. Building relationships

- Forming friendships
- Working and playing cooperatively
- Sharing and taking turns
- Resolving conflicts
- Showing respect and sensitivity towards others
- Understanding that other people have different feelings, needs and perspectives

How is it PSED taught?

PSED is both planned for and woven through the whole curriculum. It is mainly taught in a holistic, play-based approach. This allows us to respond in the moment as opportunities arise making learning more impactful. We also have planned PSED lessons that we teach, but we adapt how and when we teach these to meet the varying needs of each cohort.

We develop PSED through:

- **Daily routines** – putting on coats, washing hands, tidying up, choosing resources and managing belongings independently.
- **Busy time, inside and outside** – adults observe children and through interactions in play, model language such as *“Can I have a turn when you’re finished?”*
- **Stories and puppets** – discussing characters’ feelings and how they might solve problems.
- **Role play** – practising sharing, negotiating, helping and resolving disagreements.
- **Emotion coaching** – helping children identify and name emotions and develop ways of managing them.
- **Collaborative activities** – building, games, cooking or creative activities where children have to cooperate.
- **Positive adult modelling** – adults demonstrate kindness, empathy, respectful communication and appropriate behaviour.
- **Consistent boundaries and routines** – children learn expectations and why they are important.
- **Praise and reflection** – recognising effort, perseverance, kindness and successful self-regulation.
- **Circle time** – talking about emotions, friendships, behaviour and classroom expectations.
- **R-Time** – working in random pairs to play a game or do an activity that involves communication, negotiation and teamwork.
- **Whole class teaching** – knowing who our trusted adults are, who we can ask for help, NSPCC pants rule.

It is our aim that all children in EYFS will achieve all three Early Learning Goals for Personal, Social and Emotional Development.