

Personal, Social and Emotional Development (PSED) – Prime Area

At **Bollin Primary School**, we recognise that developing children's knowledge and skills with age-appropriate learning will aid their personal, social and emotional development and readies them for their next stage in education. Using 'Think Equal' as a narrative based programme to support social and emotional development, we enable children to develop warm, positive relationships and interactions with adults and peers. We enable children to develop a positive sense of self and develop an understanding of emotions, using Zones of Regulation as a supportive tool. By modelling routines, rules and expectations, we enable children to children to get along with each other and align with the school's values.

Statutory Framework Educational Programme for Personal, Social and Emotional Development (September 2026)

'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

Nursery Foundational Knowledge and Skills	Reception Foundational Knowledge and Skills
• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • 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. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	• 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. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs - personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian

Early Identification and Support – Nursery Entry Checkpoint (around age of 3)

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Personal, Social and Emotional Development. Our own early observations also support gaining a holistic view of each child. Where there are concerns, we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children through increasing our quality interactions with them.

1. Does the child see themselves as a separate person? For example, do they decide what to play with, what to eat and what they want to wear?
2. Does the child enjoy the company of other children and want to play with them?
3. Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?
4. Can the child settle to some activities for a while?
5. Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Our PSED Curriculum cover Self Regulation, Managing Self and Building Relationships

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Think Equal Level 1 Texts	<u>Week 1</u> Me, Myself and I – Helen Lumgair <u>Week 2</u> Is there anyone like me? – Fred Strydom <u>Week 3</u> Amazing Daisy – Nozizwe Herero <u>Week 4</u> Healthy Minds A <u>Week 5</u> The Colour Poem – Helen Lumgair Mood Meter – Ruler Programme	<u>Week 6</u> How we feel – Sybil Wettasinghe <u>Week 7</u> Wally the Wave – Riddhi Jha <u>Week 8</u> Healthy Minds B <u>Week 9</u> I have a plan – Jon Cox <u>Week 10</u> The Wall – Sheryl Webster	<u>Week 11</u> The Tale of Baby Beetroot – Deshan Tennekoon <u>Week 12</u> Lara the Yellow Ladybird – Martha Evans <u>Week 13</u> My Voice – Jose, Frago <u>Week 14</u> Healthy Minds C <u>Week 15</u> Kimchi’s Moccasins – Cait Robertson	<u>Week 16</u> Helping Hands – Ariel Reihill <u>Week 17</u> Diego’s Great Idea – Makram Ayache <u>Week 18</u> Head, Heart and Hands – Riddhi Jha <u>Week 19</u> My Amazing Brain <u>Week 20</u> Healthy Minds D	<u>Week 21</u> Home – Helen Lumgair <u>Week 22</u> A Time to be Noisy – Sheryl Webster <u>Week 23</u> I Love My Planet – Patrick Bartsch <u>Week 24</u> Anjali’s Kite – Amulya Malladi <u>Week 25</u> Healthy Minds E	<u>Week 26</u> Sizwe’s Smile – Vianne Venter <u>Week 27</u> My Special Hair – Candice Dingwall <u>Week 28</u> Mum loves me so much/Dad loves me so much – Joel Assogba <u>Week 29</u> Healthy Minds F <u>Week 30</u> Caring Animals (Lalela Stories 1) – Various Children

Think Equal Level 1 Vocabulary	<u>Week 1</u> Self, same, different, special, shade, other, puzzle	<u>Week 6</u> Emotions, happy, excited, proud, scared, sad, silly, angry, shy, kind, unkind, bruised, outside, inside	<u>Week 11</u> Beetroot, garden, root, share, kind, different, weather, wind, sun, rain, shine	<u>Week 16</u> Help, job, gentle, environment, friendships, astronaut	<u>Week 21</u> Home, different, same, rooms, shelter, mud, straw, safe	<u>Week 26</u> Smile, Gogo (grandmother), beat, rhythm, support, strategy, volume
	<u>Week 2</u> Same, another, special, unique, okapi (African animal)	<u>Week 7</u> Angry, wave, ocean, patient, scream, shout, roar, tide, notice, breath, stop, plan, calm	<u>Week 12</u> Special, unique, rare, gleam, shine, kindness	<u>Week 17</u> Belong, different, exclude, caring, include, harmony, diversity, creative, understanding, strengths	<u>Week 22</u> Quiet, noisy, excited, frustrated, notice, annoyed, drink relax, calm	<u>Week 27</u> Special, differences, similarities, respect, diversity, unique, fingerprint
	<u>Week 3</u> Amazing, frustrated, goal, difficult, confidence, volume, soft, loud, rhythm, slow, fast, persistent, encourage	<u>Week 8</u> Listening, feeling, inside, attention, quiet, elephant, charades, peace, speak, listener, work out, solve	<u>Week 13</u> Voice, whisper, shout, softly, loudly, quiet, loud, angry, scary, calm, relaxed, happy, sad	<u>Week 18</u> Emotions, head, heart, hands, brain, imagine, helpfulness, comfort, blue (sad), action, doing	<u>Week 23</u> Recycle, litter, waste, water, planet, environment, plastic, cloth, littering, care, earth, tree, waterfall, insect, fish, flower, bird, lion, frog	<u>Week 28</u> Family, patience, trust, kindness, love, thankful, job
	<u>Week 4</u> Breath, attention, inside, outside, growing, garden, friendship seeds, acts of kindness, quiet, belly buddy, peaceful, search	<u>Week 9</u> Listen, problem, solve, solution, plan	<u>Week 14</u> Calm, quiet place, inhale, eagle, snake, snail, cat, cow, armadillo, frog, monkey	<u>Week 19</u> Head, brain, cerebrum, amygdala, cerebellum, neuron, emotion, message	<u>Week 24</u> Kite, proud, sharing, friendship, lonely, feelings	<u>Week 29</u> Gratitude, world, Earth, care, kindness, bracelet, poster, wreath, favourite
	<u>Week 5</u> Emotions, feelings, colours, anger, happiness, calm, sadness	<u>Week 10</u> Same, different, rainbow, favourite	<u>Week 15</u> Moccasins, Cree, brave, snow, tease, design, unique, proud, different, same, friends, class, together, community	<u>Week 20</u> Accident, mistake, forgive, work out, solve, gratitude, thankful, grateful, community, helper, thank you	<u>Week 25</u> World, language, peace, similar, different, smile, depend, animal, insect, care	<u>Week 30</u> Writer, illustrator, story, theme, story, character, setting, problem, solution, illustration

	Emotions, feelings, anger, happiness, excitement, sadness, calm, express, colours					
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Early Identification and Support – Nursery Exit Checkpoint (around age 4)

As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps.

1. Does the child play alongside others or do they always want to play alone?
2. Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)
3. 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.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Think Equal Level 2 Texts	<u>Week 1</u> Marvellous Me – Maya Romer <u>Week 2</u> These Feelings – Helen Lumgair <u>Week 3</u> The Weather Inside Me! – Sheryl Webster <u>Week 4</u> See Learning A <u>Week 5</u>	<u>Week 6</u> The Secret Adventures of Anonymouse – Natalie Lynn Rekstad & Sophie Noelle Lynn <u>Week 7</u> Curly the Chameleon – Lulu Luckock <u>Week 8</u> See Learning B <u>Week 9</u> Ahmed’s Journey	<u>Week 11</u> Biyu the Brave Pea – Amulya Malladi <u>Week 12</u> Thabo and the Trees – Isabelle Duston <u>Week 13</u> See Learning C <u>Week 14</u> Passing Clouds – Jon Cox <u>Week 15</u>	<u>Week 16</u> Nisha and the Tiger – Jon Cox <u>Week 17</u> Francisco’s Family – Amber Paulson <u>Week 18</u> See Learning D <u>Week 19</u> Zelda Goes On Holiday – Deshan Tennekoon <u>Week 20</u>	<u>Week 21</u> Nothando’s Journey – Jill Apperson Manly <u>Week 22</u> Reha to the Rescue – Deshan Tennekoon <u>Week 23</u> My Amazing Brain A <u>Week 24</u> A Tiny Seed: The Story of Wangari Maathai – Nicola Rijdsdijk <u>Week 25</u>	<u>Week 26</u> Our Home – Saarah Ahmed <u>Week 27</u> Gokul’s Game – Deshan Tennekoon <u>Week 28</u> My Dream in a Drawer – Megan Lotter <u>Week 29</u> Sydney the Seahorse – Cait Robertson My Skin is Brown (poem)

	Ted the Tiger Tamer – Kim Normanton <u>Extension Week A</u> Jigsaw – Keeping Clean Wash Your Hands – Tony Ross	<u>Week 10</u> Faisel's Not Himself – Makram Ayache <u>Extension Week B</u> Jigsaw – Everybody's Body Head to Toe – Eric Carle	Yoshi is Different – Deshan Tennekoon	The Monster in the Smoke	My Amazing Brain B <u>Extension Week C</u> Jigsaw – Food Glorious Food I Will Not Ever Never Eat a Tomato – Lauren Child	<u>Week 30</u> Deji and Nnedi and the Very Large Cushion – Keno Danton Sheen <u>Extension Week D</u> Jigsaw – Sweet Dreams Time for Bed – Mem Fox
Think Equal Level 2 Vocabulary	<u>Week 1</u> Self, other, same, different, special, colour, shades <u>Week 2</u> Feeling, emotion, sad, worried, happy, excited, angry, scared, calm, peaceful, lonely, disappointed, high energy, low energy, pleasant, unpleasant, energy <u>Week 3</u> Weather, feelings, thunder, lightning, storm, fog, ice, rain, sun, rainbow	<u>Week 6</u> Anonymous, secret, kindness, deeds, act, leaf <u>Week 7</u> Chameleon, energy, pleasant, unpleasant, excited, calm, emotions, shy, bored, nervous, confused, surprised, proud, high energy, low energy, changes <u>Week 8</u> Agreements, action, kind, swan, inner, outer, pretend, kindness,	<u>Week 11</u> Plant, grow, seed, peapod, kind <u>Week 12</u> Medicine, shadow, roots, woodcutter, air, oxygen, carbon dioxide, responsibility, environment <u>Week 13</u> Sense, sensation, outside, inside, body, feeling, pleasant, unpleasant, neutral, palm <u>Week 14</u>	<u>Week 16</u> Friendship, feelings, welcome, trust, empathy, similarities, city, train, village, jungle, compassion <u>Week 17</u> Family, child, grandparent, unique, love, love, laugh, similar, different, same, connected <u>Week 18</u> Sensation, pleasant, unpleasant, neutral, notice, sense/s, similarity, difference, kindness	<u>Week 21</u> Share, nervous, brave, calm, peaceful, senses, belly breathing, place of peace <u>Week 22</u> Feeling, emotion, afraid, bat, rescue, brave, proud, kindness, pretend, real <u>Week 23</u> Head, brain, cerebrum, amygdala, cerebellum, neuron, emotion, message	<u>Week 26</u> Planet, home, Earth, forest, resources, wasteful, precious, feature, reduce, renew, reuse, recycle, wasteful, connected, globe, peace, language <u>Week 27</u> Ill, illness, lonely, left out, included, rules, referee, fair <u>Week 28</u> Dream, brave, confident, job, astronaut,

	<u>Week 4</u> Activity, safe, true, similarity, kindness, happiness, kind, happy, caring, common, agreement, action, sign <u>Week 5</u> Emotions, tiger, tame, calm, break, plan, choices	interdependence, depend, exist <u>Week 9</u> Sense, see, hear, smell, touch, taste, feel <u>Week 10</u> Feelings, embarrassed, frustration, interests, bullied, tripped, fell, boys, girls, interests, actions, self, unique, characteristics, diversity, comfortable	Relaxed, calm, feelings, anger, embarrassed, afraid, worried, sad, excited, happy, emotions, plan, break <u>Week 15</u> Different, wildflower, cicada, caterpillar, bee, unique, special, friendship, proud	<u>Week 19</u> Feelings, excited, disappointment, shocked, worried, surprised, empathy, kind, observe, remember, imagine <u>Week 20</u> Elephant, smoke, clues, fair, unfair, working together	<u>Week 24</u> Mount Kenya, trees, soil, seed, community, Baobab Tree, pose, together <u>Week 25</u> Brain, cerebrum, amygdala, cerebellum, neuron, path, pathway, mistake, frustrated	imagination, goal, long-term <u>Week 29</u> Skin, different, colour, unique, glow, similar, different, shades, brown <u>Week 30</u> Share, sad, angry, solve, problem, argument, conflict
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Early Identification and Support – Reception End of Key Stage Assessment

Early Learning Goals (ELGs) – are they Year 1 ready?

As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.

Self-Regulation	Managing Self	Building Relationships
<u>Children at the expected level of development will:</u> • 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.	<u>Children at the expected level of development will:</u> • 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.	<u>Children at the expected level of development will:</u> • 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.

At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Personal, Social and Emotional Development (PSED) we aim for our reception pupils to leave:

- Managing their own emotions and impulsive behaviours with support from adults and the Zones of Regulation
- Having confidence in their own abilities and positive self-esteem
- Having empathy and showing consideration for others
- Solving problems efficiently and learning to resolve conflicts peacefully
- Having built critical thinking skills, making responsible decisions
- Being able to maintain healthy relationships and learn through collaboration