

## Personal, Social and Emotional Development

### Curriculum Overview for Birth to 2 Year Olds

#### EYFS Educational Programme:

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.

#### Intent Statement:

At The Nest (Sir James Knott Nursery School's 0–2 provision), our intent for Personal, Social and Emotional Development is to:

-  **Build strong, secure attachments:** We aim to develop loving, consistent relationships between babies and their key person to form the foundation for emotional security, confidence, and trust.
-  **Support the expression and regulation of early emotions:** We provide calm, responsive environments where babies and toddlers can express a wide range of feelings and begin to develop self-regulation through co-regulation with attentive adults.
-  **Encourage early independence and autonomy:** We offer choice and opportunities for exploration to promote curiosity, self-awareness, and a growing sense of agency in even the youngest children.
-  **Lay the foundations for early social interaction:** We support babies and toddlers to notice others, engage in parallel play, and begin to develop awareness of turn-taking and shared attention with gentle adult guidance.
-  **Ensure every child feels loved, valued, and included:** We recognise the importance of being seen, heard, and responded to. Every child's communication cues, cultural background, and emotional needs are acknowledged and respected from birth.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

<b>Knowledge</b>		
<b>Making Relationships</b> <b>I know....</b>	<b>Sense of Self</b> <b>I know....</b>	<b>Understanding Emotions</b> <b>I know....</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• my special adult helps me feel safe.</li> <li>• I can play near other children.</li> <li>• adults will comfort me when I am upset.</li> </ul>	<ul style="list-style-type: none"> <li>• my name is special to me.</li> <li>• I can make choices (e.g. toy, song, book).</li> <li>• I can do some things by myself.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults help me when I feel sad, tired, or hungry.</li> <li>• I can show how I feel with my face, body and sounds.</li> <li>• I feel safe when I am with people I know.</li> </ul>

## **Implementation Statement:**

At The Nest, our 0–2 provision at Sir James Knott Nursery School, we implement high-quality Personal, Social and Emotional Development through the following approaches:

### **Key Person Approach and Secure Attachments**

- Every child has a dedicated key person who provides consistent, responsive care and builds a trusting, loving relationship.
- Key persons are attuned to babies and toddlers individual cues, comforting them promptly and predictably to support emotional security.
- Children's care routines (feeding, changing, sleep) are handled with sensitivity and presence to deepen connection and trust.

### **Co-Regulation and Emotional Containment**

- Practitioners use calm tone, touch, and body language to help babies feel emotionally safe.
- Staff model emotion language and facial expressions to support early emotional understanding.
- Adults provide co-regulation strategies such as rocking, breathing, or sensory comfort to help children begin learning how to manage strong feelings.

### **Predictable Routines and Safe Exploration**

- Our routines are flexible but predictable, helping children feel secure and able to anticipate what happens next.
- Transitions between activities or caregivers are managed gently with visual cues, songs, and verbal reassurance.
- Babies and toddlers are supported to explore their environment at their own pace with adult encouragement and proximity.

### **Early Social Development**

- Practitioners provide opportunities for parallel play, shared attention, and supported turn-taking.
- Staff narrate social situations, helping toddlers begin to understand the emotions and intentions of others.
- Adult-supported interactions include singing, peek-a-boo, and sensory play that promotes eye contact, imitation, and connection.

### **Inclusive, Individualised Practice**

- Staff respond sensitively to each child's developmental stage, cultural background, and communication style.
- Visual timetables, sensory strategies, and adapted routines support children with SEND or emotional regulation needs.
- We work in partnership with families to ensure continuity between home and Nursery and to promote emotional wellbeing for every child.



## Partnership with Parents and Carers

- We work closely with families to understand each child's unique background, temperament, and experiences.
- Child development checks and informal updates are used to align approaches between home and Nursery.
- Parents and carers are supported with ideas to continue emotional development at home, fostering consistency and shared understanding.

**✓ Overall Implementation:** At The Nest, our PSED practice for the youngest children is rooted in the key person approach, secure attachments, and responsive caregiving. We embed emotional security into everyday routines such as feeding, sleep, and nappy changing, treating these moments as opportunities for connection. Practitioners model calmness, name emotions, and provide co-regulation strategies so that children feel contained and begin to develop the earliest foundations of self-regulation. The environment is carefully planned with predictable routines, sensory-rich play, and opportunities for parallel and social interaction, all adapted to individual needs. Partnership with parents is central, ensuring continuity between home and nursery and that every child is recognised, respected, and celebrated.

<p><b>First milestone:</b>  <b>Forms a secure attachment to familiar adults</b></p> <p>The child seeks comfort and reassurance from a trusted key person and uses them as a secure base for exploration.</p>	<ul style="list-style-type: none"> <li>Assign a consistent key person who builds a warm, responsive relationship through daily care routines.</li> <li>Tune into the child's non-verbal cues and respond with calm, predictable interactions.</li> <li>Stay physically and emotionally present during play and transitions to provide a sense of safety.</li> </ul>
<p><b>Second milestone:</b>  <b>Begins to express emotions and seek co-regulation</b></p> <p>The child shows a range of emotions and relies on adults to help soothe and manage strong feelings.</p>	<ul style="list-style-type: none"> <li>Respond to emotional outbursts with empathy, physical comfort, and consistent soothing strategies.</li> <li>Name emotions ("You're feeling sad") and use facial expressions and body language to model understanding.</li> <li>Provide calm, low-stimulus areas where the child can retreat with adult support.</li> </ul>
<p><b>Third milestone:</b>  <b>Shows growing independence in routines</b></p> <p>The child begins to take part in simple tasks such as feeding themselves or helping with dressing, supported by an adult.</p>	<ul style="list-style-type: none"> <li>Encourage participation in care routines with simple, repetitive language ("Your turn to put on your shoes").</li> <li>Offer choices between two items to foster autonomy.</li> <li>Celebrate efforts rather than outcomes to build confidence.</li> </ul>
<p><b>Fourth milestone:</b>  <b>Engages in parallel play and shows awareness of others</b></p> <p>The child plays alongside other children and starts to show interest in their actions, emotions, or presence.</p>	<ul style="list-style-type: none"> <li>Provide opportunities for side-by-side play with shared materials (e.g. blocks, sand, water).</li> <li>Narrate social moments ("Charlie is watching you roll the ball") and model gentle peer interactions.</li> <li>Support turn-taking in simple ways using visual prompts or adult facilitation.</li> </ul>
<p><b>Final milestone:</b>  <b>Demonstrates a sense of self and belonging</b></p> <p>The child shows awareness of themselves as a separate person with preferences, routines, and attachments.</p>	<ul style="list-style-type: none"> <li>Use mirrors, name recognition, family photos, and personalised routines to strengthen identity.</li> <li>Validate individual choices and preferences, even when they differ from peers.</li> <li>Celebrate cultural background, home language, and unique personality through books, music, and conversations.</li> </ul>

**Vocabulary:** people, mummy, daddy, baby, friend, key person, name, happy, sad, tired, hungry, upset, cuddle, smiles, cross, look, come, play, share, mine, help, stop, go, sit, clap, hands, feet, head, eyes, nose, mouth, tummy, arms, bye-bye, hello, more, all gone, milk, sleep, bed, coat, shoes

### **Impact Statement:**

#### **Attachment and Emotional Security**

##### **By the end of The Nest I can...**

- Feel safe and loved with my key person.
- Seek comfort from adults I trust when I'm upset or unsure.
- Explore my environment knowing someone I love is nearby.

#### **Expressing and Understanding Feelings**

##### **By the end of The Nest I can...**

- Show how I feel using sounds, actions, or words.
- Begin to understand and name simple emotions like happy, sad, or cross.
- Start to calm down with help from an adult when I feel overwhelmed.

#### **Developing Independence and Confidence**

##### **By the end of The Nest I can...**

- Make small choices about what I want to play with or do.
- Try to do things for myself like feeding or helping tidy up.
- Enjoy having a go at new things with gentle encouragement.

#### **Early Social Interaction and Empathy**

##### **By the end of The Nest I can...**

- Play happily near other children and sometimes with them.
- Take turns with help and begin to notice other people's feelings.
- Show kindness like smiling or offering toys to friends.

#### **Feeling Included and Valued**

##### **By the end of The Nest I can...**

- Show who I am and feel proud of it.
- Know that my voice, my family, and my feelings matter.
- Feel that I belong in Nursery and that I am special just as I am.

 **Overall Impact:** By the end of this phase, children are able to form secure attachments with familiar adults, express a range of emotions with support, and explore with growing confidence knowing that they have a safe base. They begin to make choices, show awareness of themselves and others, and experience a strong sense of belonging. Every child feels loved, included, and ready to continue their journey of social, emotional, and personal growth.

## Personal, Social and Emotional Development

### Curriculum Overview for 2 Year Olds

#### EYFS Educational Programme:

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.

#### Intent Statement:

At Sir James Knott Nursery School, our intent for Personal, Social and Emotional Development in our 2-year-old provision is to:

 **Foster a strong sense of security and belonging:** We aim to build warm, trusting relationships with each child so they feel safe, valued, and confident to explore. We understand that a secure emotional base is essential for wellbeing and learning.

 **Support emotional expression and regulation:** We encourage children to begin identifying and expressing their feelings with the support of attentive adults. Through co-regulation, we model calming strategies and begin to develop their emotional literacy.

 **Promote early independence and self-help skills:** Our provision encourages children to develop confidence in making simple choices, expressing preferences, and trying tasks for themselves, building early autonomy and resilience.

 **Nurture positive social interactions:** We support children in developing the foundations of friendship through turn-taking, sharing, and early empathy. We provide opportunities for children to play alongside and begin to play with others

 **Create a responsive, inclusive environment:** We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

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<b>Knowledge</b>		
<b>Making Relationships</b> <b>I know....</b>	<b>Sense of Self</b> <b>I know....</b>	<b>Understanding Emotions</b> <b>I know....</b>
<ul style="list-style-type: none"> <li>• how to play alongside others.</li> <li>• who my friends are.</li> <li>• how to be kind.</li> <li>• how to choose favourite toys or activities.</li> <li>• to make the right choices.</li> </ul>	<ul style="list-style-type: none"> <li>• when I am tired/ hungry.</li> <li>• when I am sad/happy.</li> <li>• my body is made from different parts.</li> <li>• to move my body.</li> <li>• how to use words to talk about me (me, you, I).</li> <li>• what I like.</li> <li>• what I do not like.</li> </ul>	<ul style="list-style-type: none"> <li>• who my special adults are.</li> <li>• I feel safe.</li> <li>• how to show how I am feeling.</li> <li>• how to show I care for my friends.</li> <li>• how to follow our rules.</li> <li>• what I want to do.</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• I am learning to share and take turns.</li> <li>• I am learning to watch my friends in play.</li> <li>• I am learning how to have kind hands and feet.</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to respond to my name.</li> <li>• I am learning to use my body when I climb, crawl, run.</li> <li>• I am learning to use words to talk about myself.</li> <li>• I am learning to use words to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning who my special adult is on my flying carpet.</li> <li>• I am learning to know right and wrong (good/bad).</li> <li>• I am learning the traffic light system.</li> </ul>

## Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality provision for Personal, Social and Emotional Development in our 2-year-old setting through the following approaches:

### **Strong Key Person Relationships**

- Each child has an allocated key person who builds a secure attachment through consistent, warm, and responsive interactions.
- This trusting relationship helps children feel safe, settled, and ready to explore and learn.
- Key persons are attuned to individual children's needs, preferences, and cues, supporting a sense of belonging.

### **Emotion Coaching and Co-Regulation**

- Staff model and support emotional expression using age-appropriate language, visual prompts, and sensory tools.
- Practitioners name feelings, validate emotions, and support children in managing their responses.
- Consistent co-regulation strategies are embedded to help children begin developing self-awareness and regulation skills.

### **Developmentally Appropriate Routines**

- Predictable daily routines (e.g. group time, mealtimes, transitions) help children feel secure and understand what happens next. This will provide security and opportunities for independence, collaboration, and choice-making.
- Children are given opportunities to build independence and confidence in self-care with adult support.
- Staff use routine moments to model social skills, build friendships and offer reassurance.

### **Carefully Planned Environments**

- Calm, well-organised learning spaces indoors and outdoors support parallel and cooperative play.
- Provocations and resources are selected to encourage shared attention, turn-taking, and collaboration.
- Quiet, cosy areas are available for rest, regulation, or individual time with a trusted adult.

### **Inclusive and Responsive Practice**

- Staff use careful observations and knowledge of child development to meet each child's emotional and social needs.
- Children with emerging SEND or regulation needs are supported with personalised strategies (e.g. social stories, visual timetables).
- Cultural sensitivity and inclusive language ensure all children feel respected and valued.



## Partnership with Parents and Carers

- We work closely with families to understand each child's unique background, temperament, and experiences.
- Child development checks and informal updates are used to align approaches between home and Nursery.
- Parents and carers are supported with ideas to continue emotional development at home, fostering consistency and shared understanding.



**Overall Implementation:** In our 2-year-old provision, practitioners focus on emotional coaching, developing independence, and nurturing social confidence. Staff build secure key person relationships and model strategies for naming, validating, and managing emotions. Daily routines are used as learning opportunities for independence and choice-making, while environments are designed to support both parallel and cooperative play. Inclusive practice ensures children with SEND or emerging needs are supported with personalised strategies. Parent partnerships are fostered to extend PSED development into the home.

<p><b>First milestone:</b>  <b>Forms a secure attachment with familiar adults</b></p> <p>The child seeks comfort and reassurance from their key person and uses them as a secure base to explore.</p>	<ul style="list-style-type: none"> <li>Assign a consistent key person to build trust through warm, responsive interactions.</li> <li>Use consistent routines to help the child feel safe and predict their day.</li> <li>Offer physical comfort and reassurance as needed, especially during transitions.</li> </ul>
<p><b>Second milestone:</b>  <b>Begins to express and manage emotions with adult support</b></p> <p>The child communicates feelings such as happiness, frustration, or fear through words, gestures, or behaviour, and accepts help to calm down.</p>	<ul style="list-style-type: none"> <li>Use emotion words and visuals to name and validate the child's feelings.</li> <li>Model calm behaviour and co-regulation strategies (e.g. breathing together, sensory resources).</li> <li>Support with transitions and changes by preparing the child verbally and visually.</li> </ul>
<p><b>Third milestone:</b>  <b>Demonstrates growing independence in routines</b></p> <p>The child begins to take part in simple self-care tasks such as handwashing, putting on shoes, or choosing snacks.</p>	<ul style="list-style-type: none"> <li>Build independence into daily routines (e.g. snack time, toileting, getting dressed).</li> <li>Use visual prompts and offer small choices to develop autonomy.</li> <li>Offer encouragement and praise for effort, not just outcomes.</li> </ul>
<p><b>Forth milestone:</b>  <b>Engages in play alongside and with others</b></p> <p>The child begins to play alongside peers and shows interest in shared experiences, sometimes taking turns with adult support.</p>	<ul style="list-style-type: none"> <li>Provide small-group play experiences with turn-taking resources (e.g. simple games, role play).</li> <li>Narrate social situations to help children understand what's happening ("Ben is waiting for a turn").</li> <li>Prompt gentle interactions, like offering a toy or smiling at a peer, and praise prosocial behaviour.</li> </ul>
<p><b>Final milestone:</b>  <b>Begins to show awareness of others' feelings and needs</b></p> <p>The child shows early empathy, such as offering comfort or noticing when another child is sad.</p>	<ul style="list-style-type: none"> <li>Use books, puppets, and role-play to explore emotions and empathy.</li> <li>Model empathetic language ("You're sad, let's see how we can help.").</li> <li>Celebrate caring behaviours and gently guide children in resolving simple conflicts.</li> </ul>
<p><b>Vocabulary:</b> I, me, you, share, kind, care, flying carpet, friend(s), name, help, sad, happy, him, her, crawl, climb, run, red, amber, green, good, right, wrong, good, bad, nose, eyes, ears, mouth, teeth, hands, toes, feet, head, hair, arms, fingers, bottom, toys, jobs, play, hurt, hungry, thirsty, tired</p>	

## **Impact Statement:**

### **Building Relationships and Trust**

#### **By the end of being two I can...**

- Show that I feel safe with my key person.
- Look for comfort from familiar adults when I'm unsure.
- Start to explore when I know someone I trust is nearby.

### **Understanding and Expressing Feelings**

#### **By the end of being two I can...**

- Let adults know how I feel using words, actions or gestures.
- Begin to name simple feelings like happy, sad, or tired.
- Start to calm down with help when I feel overwhelmed.

### **Developing Independence and Confidence**

#### **By the end of being two I can...**

- Choose what I want to play with or eat.
- Have a go at doing things like washing my hands or putting on my coat.
- Try something new when an adult encourages me.

### **Playing and Interacting with Others**

#### **By the end of being two I can...**

- Play next to other children and sometimes join in.
- Start to take turns when an adult helps me.
- Show kindness or interest in other children's feelings.

### **Feeling Included and Valued**

#### **By the end of being two I can...**

- Show my personality in ways that are understood by my key adults.
- Join in with routines and activities that reflect who I am.
- Feel that I belong and that my voice matters.

 **Overall Impact:** By the end of being two, children are able to express themselves using words, gestures, or actions, show early independence in self-care, and begin to manage emotions with adult support. They enjoy playing alongside and increasingly with others, demonstrating early empathy and kindness. Each child feels secure, confident in their emerging autonomy, and ready to take the next steps in their learning.

## Personal, Social and Emotional Development

### Curriculum Overview for 3 and 4 year olds

#### EYFS Educational Programme:

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.

#### Intent Statement:

At Sir James Knott Nursery School, our intent for Personal, Social and Emotional Development in our 3–4 year-old provision is to:

 **Promote confident, resilient learners:** We aim to develop children's confidence to explore, persevere, and take risks in their learning, knowing that mistakes are a valuable part of the process. We encourage children to have a positive sense of self and pride in their achievements.

 **Support emotional literacy and self-regulation:** We help children to name, understand, and manage their emotions with growing independence. Through supported interactions, children learn to express their feelings appropriately and begin using simple strategies to regulate themselves.

 **Develop social skills and peer relationships:** We create an environment where children learn to cooperate, take turns, negotiate, and form meaningful friendships. We support them in resolving conflicts and developing empathy and understanding of others.

 **Foster independence and responsibility:** We provide opportunities for children to take increasing responsibility for themselves and their environment, such as making decisions, managing transitions, and developing their self-care skills.

 **Ensure every child feels valued and included:** We are committed to nurturing an inclusive environment where all children feel seen, heard, and respected. We respond to individual needs and ensure all children, including those with SEND or EAL, can access and thrive in our setting.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

<b>Knowledge</b>		
<b>Making Relationships</b> <b>I know....</b>	<b>Sense of Self</b> <b>I know....</b>	<b>Understanding Emotions</b> <b>I know....</b>
<ul style="list-style-type: none"> <li>• to keep play going by responding to my friends.</li> <li>• and recognise the feelings of my friends.</li> <li>• how to respond to the feelings of my friends.</li> <li>• others have different ideas and needs to me.</li> <li>• how to cooperate with others.</li> <li>• how to find a friend to play with.</li> </ul>	<ul style="list-style-type: none"> <li>• how to move my body in lots of ways.</li> <li>• what I like to do and can say why.</li> <li>• what I do not like and can say why.</li> <li>• how to use words to talk about my ideas and choices.</li> <li>• my actions can affect me and others.</li> </ul>	<ul style="list-style-type: none"> <li>• how to show I care for my friends by responding to their feelings.</li> <li>• how to understand and respond to my big emotions.</li> <li>• I know I can seek comfort from familiar adults.</li> <li>• and can follow the nursery routines.</li> <li>• and can follow our nursery rules.</li> <li>• that I am part of a nursery family.</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• I am learning to explore choices and decision making with my friends.</li> <li>• I am learning to take turns and share in large groups.</li> <li>• I am learning who my special adult is in my family group.</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning how to use new words to explain (talk about) my ideas.</li> <li>• I am learning how to listen to other people.</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to follow the nursery routine by following the visual timetable.</li> <li>• I am learning to follow nursery rules by understanding the traffic light system.</li> <li>• I am learning to join in key parts of the nursery routine e.g. tidy up, family group, whole class group.</li> </ul>

## Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality provision for Personal, Social and Emotional Development (PSED) for 3–4 year-olds through the following approaches:

### Emotion Coaching and Co-Regulation

- Practitioners model and name a wide range of emotions using language, visuals, and stories to help children understand and express their feelings.
- Staff co-regulate with children, supporting them through strong emotional responses and helping them begin to apply calming strategies independently.
- We embed emotion-focused work into daily routines and small group activities.

### Key Person Relationships and Positive Attachments

- Every child is supported by a key person who develops a strong, trusting relationship through consistent care and engagement.
- Key people observe, reflect, and plan for each child's emotional needs, helping them feel secure and able to take risks in their learning.
- Transitions are carefully managed with sensitive support and communication.

### Modelling and Supporting Social Interactions

- Adults actively model social behaviours such as sharing, taking turns, negotiating, and resolving conflict peacefully.
- Practitioners facilitate small-group play, role-play, and collaborative problem-solving to help children develop friendships and a sense of community.
- Children are supported to reflect on how others feel and learn to show empathy.

### Encouraging Independence and Responsibility

- Children are given opportunities to make choices, manage small tasks, and contribute to routines (e.g. snack time, tidying up, managing personal care).
- Staff scaffold children's confidence by praising effort, encouraging perseverance, and supporting positive risk-taking.
- We use visual prompts and gentle reminders to encourage autonomy.

### Inclusive, Nurturing Practice for All Learners

- Provision is carefully adapted to meet individual needs, ensuring all children, including those with SEND or EAL, can access and benefit from PSED learning.
- Practitioners use targeted strategies (e.g. social stories, sensory spaces, visual timetables) to reduce anxiety and promote emotional safety.
- Regular communication with families ensures consistency between home and Nursery.

### Partnership with Parents and Carers

- We work closely with families to understand each child's unique background, temperament, and experiences.
- Child development checks and informal updates are used to align approaches between home and Nursery.

- Parents and carers are supported with ideas to continue emotional development at home, fostering consistency and shared understanding.

 **Overall Implementation:** For our older children, PSED implementation is centred on developing resilience, independence, empathy, and responsibility. Staff model and support a wide range of emotions, providing children with strategies to self-regulate and problem-solve. Key person relationships remain central, while small group play and collaborative projects foster friendships, cooperation, and conflict resolution. Children are encouraged to make decisions, take risks, and contribute to routines, with inclusive practice ensuring all children thrive regardless of background, language, or additional need. Parents remain partners in learning through regular dialogue and shared strategies.

<p><b>First milestone:</b>  <b>Recognises and names a range of emotions</b></p> <p>The child begins to identify and name different feelings in themselves and others (e.g. happy, sad, worried, angry).</p>	<ul style="list-style-type: none"> <li>• Use emotion cards, mirrors, puppets, and books to explore feelings.</li> <li>• Model naming feelings aloud during routines (e.g. “You look frustrated – can I help?”).</li> <li>• Provide consistent vocabulary for emotions and validate children’s experiences.</li> </ul>
<p><b>Second milestone:</b>  <b>Engages in co-operative play and builds friendships</b></p> <p>The child begins to form positive relationships, takes turns, and shows awareness of others during play.</p>	<ul style="list-style-type: none"> <li>• Provide small-group games and role-play activities that require cooperation.</li> <li>• Model social scripts (e.g. “Can I have a turn when you’re finished?”).</li> <li>• Support conflict resolution using clear, simple language and mediation.</li> </ul>
<p><b>Third milestone:</b>  <b>Begins to regulate emotions with growing independence</b></p> <p>The child shows the ability to use strategies to manage their emotions with decreasing adult support.</p>	<ul style="list-style-type: none"> <li>• Teach and model self-regulation techniques (e.g. breathing, movement breaks).</li> <li>• Provide a calm space or “feelings area” for reflection.</li> <li>• Encourage the use of language and visuals to express feelings and needs.</li> </ul>
<p><b>Forth milestone:</b>  <b>Shows confidence and willingness to take risks in learning</b></p> <p>The child demonstrates growing self-belief and is willing to try new activities, even when unsure.</p>	<ul style="list-style-type: none"> <li>• Praise effort and perseverance rather than just outcomes.</li> <li>• Offer open-ended tasks where there’s no right or wrong answer.</li> <li>• Scaffold new experiences by offering reassurance and modelling risk-taking.</li> </ul>

<p><b>Final milestone:  Demonstrates increasing independence in self-care and decision-making</b></p> <p>The child takes responsibility for managing personal needs and begins to make independent choices.</p>	<ul style="list-style-type: none"> <li>• Embed independence into daily routines (e.g. choosing activities, dressing, toileting).</li> <li>• Use visual timetables and clear instructions to support routine tasks.</li> <li>• Celebrate children's decision-making and encourage reflection ("Why did you choose that?").</li> </ul>
<p><b>Vocabulary:</b> anxious, scared, frightened, frustrated, angry, worried, family groups, routine, elbows, shoulders, knees, toes, eyebrows, wrist, lips, teeth, tongue, nails, eyelashes, knuckles, hop, skip, jump, march, stamp, stomp, tip toe, register, snack time, outdoor time, sand, water, construction, role play, play dough, breakfast club, teatime club, choices, listening, idea, group time, traffic lights, green, amber, red, star of the day, tidy up, think, understand, talk</p>	

## **Impact Statement:**

### **Understanding Myself and My Emotions**

#### **By the end of Nursery I can...**

- Talk about how I'm feeling and use words like happy, sad, worried or excited.
- Begin to understand why I feel a certain way.
- Try different ways to calm down or feel better when I'm upset or overwhelmed.

### **Getting Along with Others**

#### **By the end of Nursery I can...**

- Take turns, share, and play with my friends.
- Use kind words and actions when I want to join in or solve a problem.
- Notice when someone is upset and try to help or comfort them.

### **Being Independent and Responsible**

#### **By the end of Nursery I can...**

- Choose what I want to play with and keep going even when something is tricky.
- Do lots of things for myself, like putting on my coat or helping tidy up.
- Keep trying when something goes wrong and be proud of what I've done.

### **Feeling Safe and Connected**

#### **By the end of Nursery I can...**

- Talk to an adult when I need help or feel unsure.
- Join in with group routines and feel like I belong in nursery.
- Feel confident to explore and try new things because I know someone is there for me.

### **Feeling Included and Valued**

#### **By the end of Nursery I can...**

- See that my voice, ideas and feelings matter.
- Enjoy stories, resources, and routines that reflect who I am.
- Know that I am important and accepted just the way I am.

 **Overall Impact:** By the end of Nursery, children can recognise and talk about their feelings, play co-operatively with others, and use emerging strategies for self-regulation. They show confidence, independence in self-care and decision-making, and resilience in the face of challenge. They feel safe, included, and valued, with a strong sense of belonging and readiness for the transition to school.