**Personal, Social and Emotional Development**

**PSED Intent**: The personal, social, emotional and spiritual development of children is understood to be the motivation for all learning. Our intent is to communicate and teach inclusion through our investment in equity. MetaMe is an approach to our PSED offer, intended to empower children to make prosocial choices within an understanding of, and connection to, relationships and responsibilities. MetaMe is designed to support the subtle interplay between cognition and emotion, empowering children to own their own thinking, regulate their emotional responses and behave with conscious intent. We believe that a child’s behaviour is a form of communication and that this behaviour should be understood and nurtured. Through co-regulation and the modelling of respect, we intend for children to learn empathy, compassion and tolerance. Our curriculum and the high quality interactions between staff and children is designed to promote high self-esteem, a secure sense of belonging and good mental health in all children.

**PSED Implementation**: A fusion of the pedagogical approaches Philosophy4Children and Metacognition, has led to the implementation of MetaMe and MetaPhE. These two metacognitive based approaches to individual emotional regulation and the construction of an inclusive social construct, enable children to critically evaluate personal and social behaviours. This connection between cognition and emotion is rooted in evidence. Implementation of an enquiry based curriculum celebrates diversity of thought, emotion and action, from a foundation of equity for all. Children are supported to retrieve learning, enabling teachers to assess whether long term memory has been altered. Behaviours display a fluency in development as children progress towards clear end points.

Through our focus on cognitive challenge and high aspirations for all, our enhancement opportunities are as follows: Love Heart Group (focus on belonging), Emotional regulation sessions, Social Singing, Drama, Aspiration Group, P4C group work - supporting different levels of attainment, and work on the 4Cs of learning.

**MetaME Implementation**: MetaME is a planning approach built around nurturing the development of a child’s sense of self, within an understanding of, and connection to, social relationships and responsibilities.

The following planning system is to be adopted during continuous provision and when engaged in intervention groups.

The following metacognitive strategies are to be used throughout continuous provision and also within intervention groups. If children encounter blockers within their progress, the metacognitive strategies will give the focus needed to enhance a child’s understanding and awareness. During interventions, designed to support inclusion, belonging, behaviour and mental health, the following metacognitive strategies are to be explicitly applied.

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| MetaMe | | PSED in the EYFS |
| Thinking Move | **An example of metacognitive application within behaviour support.** | **EYFS within continuous provision and intervention groups** |
| Ahead | Think ahead, what are you going to do differently next time?  Think ahead, what do you think will happen if you do that?  Think ahead, how do you think your friends will feel if that happens?  Think ahead, how could you help next time? | * Develop their sense of responsibility and membership of a community. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. |
| Back | Think back, what did you do and why do you think it went wrong?  Think back, what were you supposed to do? Why? | * Remember rules without needing an adult to remind them |
| Connect | Let’s connect with each other and share how we feel.  Let’s connect with our friends and help them to feel better.  How can we connect with each other today?  I can connect with my feelings today, because I know how I feel. Do you?  Does anyone feel the same as me today? Does anyone connect with me?  I can see you have made friends and connected your ideas. | * Find ways to calm themselves, through being calmed and comforted by their key person. * Engage with others through gestures, gaze and talk. * Thrive as they develop self-assurance. * Develop friendships with other children * Become more outgoing with unfamiliar people, in the safe context of their setting. * Play with one or more other children, extending and elaborating play ideas. |
| Divide | Let’s divide our thinking and understand how each of us feels.  You are dividing what you want away from what I want. We want different things.  How do you think I feel now? Why? | * Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. * Understand gradually how others might be feeling. |
| Explain | Can you explain how you feel and why you did that?  Can you explain what just happened?  Can you explain what the problem is? | * Express preferences and decisions. They also try new things and start establishing their autonomy. * Talk with others to solve conflicts. |
| Headline | Can you give me your headline? I feel . . .because . . .  Let’s make our headline. How do we feel now? What have we learned?  My headline is: I feel happy today. | * Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”. |
| Listen & Look | Let’s listen respectfully to each other and look at each other’s’ faces to work out how we feel.  Let’s look and listen carefully to help us notice everything that is new. | * Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. |
| Question | Do you have a question?  Your question was . . . How can we find the answer?  I’m going to ask you a question. How can I help you? | * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. |
| Respond | How would you like to respond – smile, have a sad face, get angry?  I would like you to respond by using your thinking and your words. How do you feel about that?  I can see that you are responding by . . .  You have responded by pushing your friend. Was there a different way you could have responded? | * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. * Feel strong enough to express a range of emotions. * Be increasingly able to talk about and manage their emotions. |
| Size | Let’s size how we feel now. Are we very sad, a little bit sad, very happy or a little bit happy?  What is a big feeling? What is a little feeling? Why? | * Safely explore emotions beyond their normal range through play and stories. |
| Test | Let’s test to see if it’s safe to play without your friend being right next to you. What might happen if . . . ?  Let’s test out our smiles? Do they work?  What will happen if . . . now test it and see if you are right. | * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. * Show more confidence in new social situations. * Develop appropriate ways of being assertive. |
| Use | If you use your words/your teddy . . . to tell me when you need help, I might be able to make you feel better.  I will use my big remembering to keep you in my mind and then we are still together.  What could you use to help finish the job?  Let’s use our kindness and our big thinking today. | * Find ways of managing transitions, for example from their parent to their key person. * 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. |
| Yield | You can yield just for a minute and let your friend have a turn. Then it will be your turn.  I am going to yield because I can see that it is unfair for me to keep the ball all the time.  Do you need to yield? Have you changed our mind? | * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. |
| Zoom | Let’s zoom in to how you are feeling, what you like, what you don’t like, who you are . . .    Now let’s zoom out and think about how other people are feeling and what they like and don’t like.  When I zoom my thinking in, I can understand why the rules say no pushing. Can you do that too?  If I zoom in to your feelings, what will I find out? | * Establish their sense of self. * Increasingly follow rules, understanding why they are important. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |

**MetaPhE**



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| Metacognitive Philosophical Skill Progression | | | | |
| **P4C**  **As part of a fully embedded enquiry based curriculum in the early years, observation is an essential element of assessing impact. This tracking and assessment tool, is to be used to reflect on the progress and attainment of a sample group of children across an academic year. This will support with analysis of high impact teaching and depth of the received learning experience.**  Development Matters: Non-statutory curriculum guidance for the early years foundation stage  Key features of effective practice:  Self-regulation and executive function  • Executive function includes the child’s ability to:   * hold information in mind * focus their attention * regulate their behaviour * plan what to do next.   • These abilities contribute to the child’s growing ability to self-regulate:   * focus their thinking * monitor what they are doing and adapt * regulate strong feelings * be patient for what they want * bounce back when things get difficult.   • Language development is central to self-regulation: children use language to guide their actions and plans.  Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. | | | | |
| Term 1 onwards | | | | |
| Caring thinking in the EYFS. Working towards: Personal, Social and Emotional Development goals | | | | |
|  | Definition | Indicators | Behaviours of Engagement | Metacognitive Connections |
| 1 | Cares about self within the enquiry | * Independent * Motivated * Confident | * Actively engages in the session through gesture and/or talk | Connect  Respond  Question |
| 2 | Cares about peers within the enquiry | * Interested * Joins in * Encourages others | * Takes turns and shows respect | Looks & Listen  Explain  Zoom |
| 3 | Cares about the process of the enquiry | * Aware of what happens in the session and why | * Applies the ‘rules’ of the enquiry respectfully | Order  Use  Ahead & Back |
| Early Learning Goals | Once children have accomplished a secure level of engagement within each of the three **Caring** elements, they will be working towards:  **Self-Regulation:**   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * 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:**   * Explain the reasons for rules, know right from wrong and try to behave accordingly   **Building Relationships:**   * Work and play cooperatively and take turns with others | | | |
| Collaborative thinking in the EYFS. Working towards: Personal, Social and Emotional Development goals | | | | |
|  | Definition | Indicators | Behaviours of Engagement | Metacognitive Connections |
| 1 | Sees self as part of the group | * Open facial gestures and body language | * Smiles/Laughs * Seeks to contribute | Connect  Respond |
| 2 | Understands that they are working as part of a team | * Welcomes others through action and gesture | * Actively draws others in through smiling, looking, maintaining attention . . . | Group  Looks & Listen |
| 3 | Sees themselves and others as having equal value in the process | * Engages with others through action and verbal communication | * Asks others about their opinions * Offers own opinion, whilst listening to others | Test  Weigh Up  Maintain |
| Early Learning Goals | Once children have accomplished a secure level of engagement within each of the three **Collaborative** elements, they will be working towards:  **Self-Regulation:**   * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate   **Managing Self:**   * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge   **Building Relationships:**   * Show sensitivity to their own and to others’ needs | | | |
| Term 2 onwards | | | | |
| Creative thinking in the EYFS. Working towards: Communication and Language goals | | | | |
|  | Definition | Indicators | Behaviours of Engagement | Metacognitive connections |
| 1 | Imaginative | * Abstract thinking | * Shares with enthusiasm and openness * Draws on own imagination | Explain  Respond  Use |
| 2 | Connects ideas | * Noticing similarities in views and observations * Focused attention | * Agreeing and disagreeing * Vocalises thinking, demonstrating connections within own thinking and with others | Connect  Zoom  Maintain & Negate  Yield |
| 3 | Connects the enquiry to life experience | * Unique perspectives | * Sharing personal stories that link with the enquiry. * Able to think from own perspective and justify thinking | Back  Formulate  Justify  Picture  eXemplify |
| Early Learning Goals | Once children have accomplished a secure level of engagement within each of the three **Creative** elements, they will be working towards:  **Listening, Attention and Understanding:**   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions   **Speaking:**  • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate | | | |
| Critical thinking in the EYFS. Working towards: Communication and Language goals | | | | |
|  | Definition | Indicators | Behaviours of Engagement | Metacognitive Connections |
| 1 | Big Thinking | * Curious * Focused & Interested * Concerned about finding answers | * Asks big questions and seeks knowledge * Demonstrates excitement in learning through facial expression and gesture | Headline  Keyword  Question  Use |
| 2 | Analytical and open minded | * Concentrates * Reflective | * Notices differences * Highlights changes * Predicts outcomes | Divide  Infer  Zoom  Weigh Up |
| 3 | Philosophical | * Considers options * Willing to change mind * Challenges knowledge | * Disagrees with justification * Seeks to understand in more depth * Varies thinking based on evidence and seeks to know more | Justify  Size  Test  Vary  eXemplify  Yield |
| Early Learning Goals | Once children have accomplished a secure level of engagement within each of the three **Critical** elements, they will be working towards:  **Listening, Attention and Understanding:**   * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers * Make comments about what they have heard and ask questions to clarify their understanding   **Speaking:**  • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | | | |

**Impact:** Our evidence based approach to the implementation of PSED, results in a current and innovative offer. The impact of MetaMe is that children learn to reflect on their own value and understand their place in the world. Children achieve consistently highly and their reflections on key concepts lead to the demonstration of curiosity, creativity and an ability to think critically. Enhancement opportunities and lesson sequences, connect new understandings to old, passes new knowledge to long term memory and prepares children for their next steps in learning.