



## 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.

All of this is achieved through a Reggio Emilia style approach to our curriculum implementation. A belief that children access their learning through many different languages, inspires a creative and diverse approach to teaching.

Enhancements run every term throughout the year. Children are assessed termly and duration in each group will be dependent on impact. Minimum duration 1 half term

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 enhancement 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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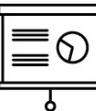
## Personal, Social and Emotional Development: MetaMe

Progression Stages	EYFS Assessment	Transition GLD	Thinking Move	MetaMe A - Z Implementation	Enhance.
<b>Social Development – Building Relationships</b>					
	Engage with others through gestures, gaze and talk.	Express their feelings and consider the feelings of others	<b>Question</b> 	I'm going to ask you a question. How can I help you?	<p>Enhancement Groups:</p> <p>Love Heart Group - Weekly session. Data led. (KW)</p> <p>P4C Group – twice weekly. Data led and Ferre Laevers informed. (AH &amp; LH)</p>
	Develop their sense of responsibility and membership of a community.	Set and work towards simple goals, waiting for what they want and exercising self-control.		What happened?	
	Understand gradually how others might be feeling.	Think about the perspectives of others.		Why do you think that happened?	
	Remember rules without needing an adult to remind them	Give focused attention and follow instructions involving several ideas or actions.		What could we do next time?	
	Become more outgoing with unfamiliar people,	Show an understanding of own		How do you feel?	
			How does your friend feel?		
			Why did you do that? Thank you for answering my question.		
			<b>Use</b>	If you use your voice to explain, I	

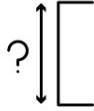
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	in the safe context of their setting.	feelings and those of others. Begin to regulate their behaviour.		will be able to help.  Can you use your pointing finger to show me where you are hurt?	
	Find solutions to conflicts and rivalries., and suggesting other ideas	Think about the perspectives of others.		You can use your happy smile to show your friend that you want to play	
	Play with one or more other children, extending and elaborating play ideas.	Show an understanding of own feelings and those of others. Begin to regulate their behaviour.		What could you use to solve the problem?	
	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Show an understanding of own feelings and those of others. Begin to regulate their behaviour.		Let's use our caring and our collaboration today.	
<b>Personal Development – Managing Self</b>					
	Thrive as they develop self-assurance.	Confident to try new activities and show independence, resilience and	<b>Explain</b>	Why is it important to use a kind voice  Can you explain how you feel?	

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		perseverance in the face of challenge		Can you explain why you did that?  It would help if you could explain why your friend is crying.	
	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Confident to try new activities and show independence, resilience and perseverance in the face of challenge		I would like you to 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.	Know about their own personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			
	Find ways of managing transitions	Confident to try new activities and show independence, resilience and perseverance in the face of challenge			
	Select and use activities and resources, with help when needed.	Explain the reasons for rules, know right from wrong and try to behave accordingly			
	Establish their sense of self.	Confident to try new activities and show	<b>Size</b>	Let's size how we feel now. Are we	

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		independence, resilience and perseverance in the face of challenge		very sad, a little bit sad, very happy or a little bit happy?	
		<b>Emotional Development – Self Regulation</b>		What is a big feeling? What is a little feeling? Why?  Which is your favourite? Let's size the next bit.	
	Find ways to calm themselves, through being calmed and comforted	Form positive attachments to adults and friendships with peers		What is the most important thing? Great sizing.	
	Feel strong enough to express a range of emotions	Form positive attachments to adults and friendships with peers			
	Begin to show 'effortful control'.	Work and play cooperatively and take turns with others	<b>Test</b>   	If you share your toy, what will happen? Test it to see if you're right.	
	Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	Show sensitivity to their own and to others' needs		If you help someone, how will it make them feel? Let's test it.	
	Be increasingly able to talk about and manage their emotions.	Work and play cooperatively and take turns with others			
	Safely explore emotions beyond their normal	Show sensitivity to their own and to others' needs			

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	range through play and stories.			Let's test our smiles? Do they work?	
	Develop appropriate ways of being assertive.	Work and play cooperatively and take turns with others		What will happen if . . . now test it and see if you are right.	
Core vocabulary: care, collaborate, respect, rights, responsibility share, take turns kind, look after, help, same, different ,friend, special, need, proud, persevere please, thank you, mine, yours, ours, others, ' family language, emotion language, diversity language					

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### Metacognitive Philosophical Skill Progression

#### 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.**

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### 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.

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
<b>1</b> 	Cares about self within the enquiry	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Motivated</li> <li>• Confident</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engages in the session through gesture and/or talk</li> </ul>	Question Use
<b>2</b> 	Cares about peers within the enquiry	<ul style="list-style-type: none"> <li>• Interested</li> <li>• Joins in</li> <li>• Encourages others</li> </ul>	<ul style="list-style-type: none"> <li>• Takes turns and shows respect</li> </ul>	Explain
<b>3</b> 	Cares about the process of the enquiry	<ul style="list-style-type: none"> <li>• Aware of what happens in the session and why</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the 'rules' of the enquiry respectfully</li> </ul>	Size Test
<b>Early Learning Goals</b>	<p>Once children have accomplished a secure level of engagement within each of the three <b>Caring</b> elements, they will be working towards:</p> <p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• 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</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> </ul>			

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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	<ul style="list-style-type: none"> <li>Open facial gestures and body language</li> </ul>	<ul style="list-style-type: none"> <li>Smiles/Laughs</li> <li>Seeks to contribute</li> </ul>	Question Use				
2	 Understands that they are working as part of a team	<ul style="list-style-type: none"> <li>Welcomes others through action and gesture</li> </ul>	<ul style="list-style-type: none"> <li>Actively draws others in through smiling, looking, maintaining attention . . .</li> </ul>	Explain				
3	 Sees themselves and others as having equal value in the process	<ul style="list-style-type: none"> <li>Engages with others through action and verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Asks others about their opinions</li> <li>Offers own opinion, whilst listening to others</li> </ul>	Size Test				
Early Learning Goals	<p>Once children have accomplished a secure level of engagement within each of the three <b>Collaborative</b> elements, they will be working towards:</p> <p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs</li> </ul>							
Term 2 onwards								
Creative thinking in the EYFS. Working towards: Communication and Language goals								

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	Definition	Indicators	Behaviours of Engagement	Metacognitive connections
1 	Imaginative	<ul style="list-style-type: none"> <li>Abstract thinking</li> </ul>	<ul style="list-style-type: none"> <li>Shares with enthusiasm and openness</li> <li>Draws on own imagination</li> </ul>	Question Use
2 	Connects ideas	<ul style="list-style-type: none"> <li>Noticing similarities in views and observations</li> <li>Focused attention</li> </ul>	<ul style="list-style-type: none"> <li>Agreeing and disagreeing</li> <li>Vocalises thinking, demonstrating connections within own thinking and with others</li> </ul>	Explain
3 	Connects the enquiry to life experience	<ul style="list-style-type: none"> <li>Unique perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Sharing personal stories that link with the enquiry.</li> <li>Able to think from own perspective and justify thinking</li> </ul>	Size Test
<b>Early Learning Goals</b> <p>Once children have accomplished a secure level of engagement within each of the three <b>Creative</b> elements, they will be working towards:</p> <p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>				
<b>Critical thinking in the EYFS. Working towards: Communication and Language goals</b>				
	Definition	Indicators	Behaviours of Engagement	Metacognitive Connections

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1	Big Thinking 	<ul style="list-style-type: none"> <li>• Curious</li> <li>• Focused &amp; Interested</li> <li>• Concerned about finding answers</li> </ul>	<ul style="list-style-type: none"> <li>• Asks big questions and seeks knowledge</li> <li>• Demonstrates excitement in learning through facial expression and gesture</li> </ul>	Question Use
2	Analytical and open minded 	<ul style="list-style-type: none"> <li>• Concentrates</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Notices differences</li> <li>• Highlights changes</li> <li>• Predicts outcomes</li> </ul>	Explain
3	Philosophical 	<ul style="list-style-type: none"> <li>• Considers options</li> <li>• Willing to change mind</li> <li>• Challenges knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Disagrees with justification</li> <li>• Seeks to understand in more depth</li> <li>• Varies thinking based on evidence and seeks to know more</li> </ul>	Size Test
<b>Early Learning Goals</b>		<p>Once children have accomplished a secure level of engagement within each of the three <b>Critical</b> elements, they will be working towards:</p> <p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>		

### Impact:

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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.

Subject Lead – Amanda Hubball

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