



PSED provision in YR

Self-confidence and self-awareness	
<i>Adult role</i>	<i>Environment</i>
<ul style="list-style-type: none"> • Recognise that children's interest may last for short or long periods, and that their interest and preferences vary. • Value and support the decisions that children make • <i>Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else.</i> • Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary. • Encourage children to see adults as a resource and as partners in their learning. • Teach children to use and care for materials, and then trust them to do so independently. • <i>Ensure that key practitioners offer extra support to children in new situations.</i> Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before. • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Recognising and enjoying children's success with them helps them to feel confident. • <i>Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker</i> 	<p>Discuss with staff and parents how each child responds to activities, adults and their peers.</p> <ul style="list-style-type: none"> • Build on this to plan future activities and experiences for each child. • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. • <i>Consult with parents about children's varying levels of confidence in different situations.</i> • Record individual achievements which reflect significant progress for every child. • Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain. • Vary activities so that children are introduced to different materials. • <i>Make materials easily accessible at child height, to ensure everybody can make choices.</i> <i>Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.</i> • Provide experiences and activities that are challenging but achievable. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. • <i>Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</i> • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.



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Making relationships	
Adult	Environment
<ul style="list-style-type: none"> • Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. • Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. • Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Plan support for children who have not yet made friends. • Support children in linking openly and confidently with others, e.g. to seek help or check information. • Model being a considerate and responsive partner in interactions. • Ensure that children and adults make opportunities to listen to each other and explain their actions. • Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> • Plan activities that require collaboration, such as parachute activities and ring games. • Provide stability in staffing, key person relationships and in grouping of the children. • Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. • Provide a role-play area resourced with materials reflecting children's family lives and communities. <p>Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.</p> <ul style="list-style-type: none"> • Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'. • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. • Ensure children have opportunities to relate to their key person, individually and in small groups. • Provide activities that involve turn-taking and sharing in small groups.



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Managing feelings and behaviours	
Adult	Environment
<ul style="list-style-type: none"> • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross. • Show your own concern and respect for others, living things and the environment. • Establish routines with predictable sequences and events. • Prepare children for changes that may occur in the routine. • Share with parents the rationale of boundaries and expectations to maintain a joint approach. • Model and involve children in finding solutions to problems and conflicts. • Collaborate with children in creating explicit rules for the care of the environment. • Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. • Model being fair, e.g. when choosing children for special jobs. • Be alert to injustices and let children see that they are addressed and resolved. • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. • Encourage children to think about issues from the viewpoint of others. • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. • Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. 	<ul style="list-style-type: none"> • Provide photographs and pictures of emotions for children to look at and talk about. • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. • Make available a range of music that captures different moods. • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line. • Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. • To support children with SEN, use a sequence of photographs to show the routines in the setting. • Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. • Use pictures or consistent gestures to show children with SEN the expected behaviours. • Provide materials for a variety of role play themes. • Provide a safe space for children to calm down or when they need to be quiet. • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings. • Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.