



Curriculum Sequence

Personal, Social and Emotional Development

Personal, Social and Emotional Development is one of the Prime Areas of the Early Years Foundation Stage. This is a fundamental part of a child's learning journey which underpins all the achievements that they make.

We know that children need to feel happy, safe and secure in order for them to learn and reach their full potential. This area of learning is prioritised above all others, and our highly experienced practitioners skilfully tune in to the needs and interests of each unique child as they support them to settle into nursery life and love being here with us! Our children are happy and motivated—many of them run in each session and ask to come at the weekend!

Strong relationships are an essential part of our loving, nurturing and tuneful approach. Every child has their own key person who knows them extremely well. They provide 'professional love' which ensures that each child is able to flourish and make progress with their development.

At Marsh Hill Nursery, not only do we establish strong relationships between children and adults, but we also support the development of social skills between the children as we foster respect, care and an understanding that everyone is different and has their own unique being to share.

We ensure that children have high levels of wellbeing, and we empower children to accept that all emotions should be felt and accepted. Self-help strategies are suggested and modelled by practitioners to support children to become in control of their mental health and to develop an awareness of self-regulation.

High expectations for independence ensure that children are able to understand and attend to their own bodily needs. This promotes confidence, self-assurance and the belief that they can achieve anything and everything!



Curriculum Sequence

Personal, Social & Emotional Development: Building Relationships			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>Vocabulary: Important people, mum, dad, grandma, grandad—key persons name, items of importance to them-dummy, blanket, bag—cuddles, love, safe.</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person. I play alongside other children when my key person is close by. I demonstrate spectator/onlooker behaviour as I watch other children but may not play with them. I can take turns in simple learning experiences with support from my key person. I explore the nursery environment by myself but will check in regularly with my key person. 	<ul style="list-style-type: none"> Small group sizes and learning spaces allow strong relationships to flourish. Staggered start dates ensure that key people have dedicated time to new children. Induction visits and meet and greets ensure key information is shared with the parent/carer before the child starts with us. A unique and personalised induction for the child and family gathers key information, including children's interests. The nursery day allows long, uninterrupted time for children to play together with their peers and adults to foster and develop relationships. Trips and activities at Nursery involve parental involvement to continue to build relationships with the children and with their parents and families. 	
<p>"I am active and curious"</p> <p>Rising Three end point</p> <p>Vocabulary: Other children's names, other adult names, friend, family, kind,</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person and one other adult. I engage in parallel play as I learn side by side with my peers. I have formed a friendship with at least one other child. 	<ul style="list-style-type: none"> Transitions are carefully managed to ensure when children move groups, this is seamless. Group sizes will increase dependent on need, which offers a new social opportunity. Group teaching provides opportunities for children to unite as one. Practitioners develop strong relationships of trust and excellent communication with families which provides positive role models and support for children to develop their own relationship with non-family members. 	
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>Vocabulary: Relatives, relationships, sociable, friendly, co-operate, interests, collaborative</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person and all other adults. I engage in co-operative play with my peers and interact appropriately. I have many friendships and seek out social experiences. I confidently participate in activities with a range of adults. 	<ul style="list-style-type: none"> Practitioners provide for children's shared interests which supports relationships with each other. Collaborative learning experiences and open ended resources support children to work together. In the moment planning and teaching models and supports the key characteristics of 'friendships'- children need to 'feel' what it is to have a friend. Opportunities for children to build relationships with a range of adults when visiting artists and performers, specialist teachers and other visitors come to the setting. Practitioners support children and their families with their transition onto school. 	



Curriculum Sequence

Personal, Social & Emotional Development: Managing Self			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>Vocabulary: Me, myself, I like..., belongings– bag, coat, lunch– self care– brush hair, nappy change, my body parts– nose, eyes, body.</p>	<ul style="list-style-type: none"> • I like to repeat play experiences and learn through a unique schematic approach. • I show clear enjoyment when I engage in my favourite learning experiences. • With support from an adult, I will have a go when a task is difficult. • I need support with my self-care needs. 		<ul style="list-style-type: none"> • Practitioners know when to challenge children and push them out of their comfort zone • Barriers to learning are overcome sensitively, for example using a spoon in the gloop instead of hands • The environment provides new learning opportunities/ exciting provocations on a weekly basis.
<p>"I am active and curious"</p> <p>Rising Three end point</p> <p>Vocabulary: I like..., I don't like...</p>	<ul style="list-style-type: none"> • I will explore new experiences, either by myself or with a key adult. • I may need support from an adult to respond appropriately in a situation. • I have a growing independence and can manage some self-care skills by myself. • I am beginning to make healthy choices about food, drink, activity and toothbrushing. 		<ul style="list-style-type: none"> • Toileting is specific to the needs of each child and practitioners work closely with families to support each approach. • In the moment planning and teaching allows practitioners to role model appropriate behaviour and address situations as they arise. • The children are independent in selecting healthy snacks. • Visual timetables and symbols support independence and clear routines. • Working in partnership with parents to provide healthy lunches.



Curriculum Sequence

<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>Vocabulary: Independent, healthy, safe, respect, looking after self-teeth, healthy body, respect, care</p>	<ul style="list-style-type: none"> • I am confident to approach new situations and learning experiences independently. • I will explore new experiences, sharing interests and ideas with my peers. • I have an awareness of what is right and what is wrong. • I am aware of the needs of my body and how to keep myself healthy and safe. • To talk with others to solve conflicts. 	<ul style="list-style-type: none"> • A focus on promoting oral health supports children to understand the importance of this area. • Practitioners have high expectations for children's independence, and they carry out their own responsibilities. • Healthy snacks are provided every session and children are encouraged to lead this experience. • In our outdoor area the children are involved in gardening, where they get the experience of growing fruit and vegetables to promote healthy eating. • Our 'Healthy School Award' highlights the importance of healthy lifestyles through the promotion of this at nursery and home by supporting parents. • Practitioners promote conflict resolution and children are empowered to put this into practice themselves. • Key people know children's individual capabilities through strong relationships to ensure children continually make progress.
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Curriculum Sequence

Personal, Social & Emotional Development: Self-Regulation			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: sad, happy, crying, smiling, waiting, love</p>	<ul style="list-style-type: none"> I am able overcome emotional outbursts with support from my key person. I can wait for a very short time (e.g. seconds) for example when I am waiting for a turn. I can follow physical and visual cues from my key person I can follow one simple instruction. 	<ul style="list-style-type: none"> Practitioners label simple feelings and emotions, e.g. happy and sad. Practitioners tune into the unique needs of children and ‘Time In’ is always available. 	
<p>“I am active and curious”</p> <p>Rising Three end point</p> <p>Vocabulary: I feel, angry, upset, tears, comfort, hug, kind words</p>	<ul style="list-style-type: none"> With support I am able to understand appropriate behaviour for different situations. I am more in tune with my emotions and can show control over my actions. 	<ul style="list-style-type: none"> Strong relationships allow practitioners to identify children’s emotional wellbeing and use strategies to support them. This includes: <ul style="list-style-type: none"> Mindfulness Yoga Self– Care Social stories Visual symbols to express emotions 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: wide vocabulary of feelings, actions, feelings of others, independent, solve problems, take risks, be brave.</p>	<ul style="list-style-type: none"> I understand my own feelings and can communicate this in my own way to adults. I understand gradually how others might be feeling. With adult support, I can use self-help strategies to support my regulation. I can usually behave appropriately in familiar situations. I can respond to 3-4word instructions. I can solve simple conflicts. I can share and take turns. 	<ul style="list-style-type: none"> Practitioners support children to understand and embrace their emotions, for e.g., it is okay to cry when feeling sad. Practitioners prompt children give them words to use e.g., ‘have you asked for a turn’? Practitioners promote conflict resolution. Practitioners demonstrate empathy and understanding. Adult led groups to support specific needs with self-regulation. 	