

Warthill Primary School Personal, Social and Emotional Development (PSED)

Progression

Purpose

At our school, personal, social and emotional development is recognised as an ongoing aspect of children's development that continues beyond the Early Years Foundation Stage.

Our approach builds on the strong foundations established in EYFS and develops children's ability to understand and manage emotions, develop positive relationships, build resilience, become increasingly independent and make positive choices.

PSED is developed through the taught curriculum, PSHE/RSE, relationships with adults and peers, assemblies, stories, wider school experiences, play, pastoral support and everyday interactions.

The EYFS framework identifies PSED as a prime area of learning. Development Matters highlights the importance of developing a positive sense of self, managing emotions, developing relationships, cooperating, resolving conflicts and developing resilience and perseverance. These skills continue to be developed as children move through school.

PSED Areas of Development

Children's development is tracked across six key strands:

1. **Self-awareness and confidence**
2. **Emotional understanding and regulation**
3. **Relationships and friendships**
4. **Resilience and perseverance**
5. **Independence and responsibility**
6. **Social awareness, behaviour and respect**

How PSED is Taught Across the School

- PSHE lessons
- class discussions
- assemblies
- stories
- group work and collaborative learning
- play and social interaction
- PE and team activities
- Forest School/outdoor learning
- school responsibilities and leadership opportunities
- restorative conversations following incidents
- pastoral support
- transition activities
- relationships with staff and peers
- celebration of achievements

Evidence Used to Inform Tracking

Evidence may include:

- teacher observations
- pupil voice
- PSHE work
- conversations with children
- behaviour and pastoral records (CPOMS)
- pupil progress discussions
- parent/carers information
- children's reflections
- participation in wider school activities
- observations of children's interactions
- individual support plans where appropriate

Identifying Children Requiring Additional Support

Where a child is not making expected progress in an aspect of PSED, staff will consider:

- What skill is the child finding difficult?
- In which situations does the difficulty occur?
- What triggers or barriers have been identified?
- What strategies have already been successful?
- What additional modelling or support is required?
- How can the skill be practised in different contexts?
- What can parents/carers contribute?
- Does the child require additional pastoral, SEND or external support?

A short-term individual target may then be identified and reviewed regularly.

PSED Transition

PSED information is shared as part of transition between key stages. Teachers should identify:

- children's strengths
- developing skills
- significant areas of need
- successful strategies
- friendship/social considerations
- emotional regulation strategies
- independence skills
- relevant parental information