

PSED Rationale

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for PSHE begins in Early Years and is directly linked to the prime areas of learning, particularly in relation to children's personal, social and emotional development (PSED). It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Personal, Social and Emotional Development should be regarded as one of the building blocks of success in life - it is essential in enabling children to live a happy and healthy life, and is a fundamental part of their cognitive development. A robust PSED offer supports children's development by helping them to interact effectively, develop a positive sense of themselves and respect for others and ensures a positive attitude to learning.

In the revised EYFS Framework, PSED is broken down into three Early Learning Goals:

- Self-regulation: managing feelings and behaviour
- Managing self: self-confidence and self-awareness (including health and hygiene)
- Building relationships: positive attachments and friendships

Intent	Implementation	Impact: to be reviewed at the end of each year
<p>The Early Year Statutory Framework (EYSF) is not the curriculum</p> <p>Knowledge gained from embedding Early Adopter</p>	<ul style="list-style-type: none"> • All staff work together to produce progression documents that have specific end goals drawn from the EYSF, Development Matters and Askwith curriculum • Staff meetings to ensure that essential knowledge 	

<p>Framework (2020-2021), new Early Years Statutory Framework, Development Matters and Askwith expectations inform 2021-2022 EYFS Curriculum</p>	<p>identified in class LTP is being built/retained at appropriate pace</p> <ul style="list-style-type: none"> • Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum • Update monitoring and evaluation timetable 	
<p>All pupils follow a robust PSED curriculum</p>	<ul style="list-style-type: none"> • Systematic planning is in place for all pupils in granular steps (this includes SEND, EAL, PP and vulnerable children) • Continuous provision is enhanced where necessary to support pupils meeting endpoints 	
<p>Oral hygiene is a priority</p>	<ul style="list-style-type: none"> • Progression documents are in place that show progression from early years to year 6 • Relevant links to science and PSHE are made 	
<p>All pupils build cultural capital</p>	<ul style="list-style-type: none"> • Pupils will become critical thinkers and have sufficient cultural capital to transition to year 1 and beyond successfully 	
<p>Staying safe</p>	<ul style="list-style-type: none"> • All staff are trained in all areas of safeguarding • Online safety and safe relationships are planned for 	

	<ul style="list-style-type: none"> • Visit from the local police to speak to the children re: online safety 	
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Substantive and disciplinary knowledge in PSED

Substantive knowledge in PSED is threaded throughout each of the three ELGs. It is the essential knowledge and skills that children need to understand in order to develop the qualities and attributes needed to thrive as individuals, family members and members of society. Related vocabulary is taught explicitly.

Disciplinary knowledge in PSED is the interpretation of themselves and how to support themselves and others through applying the substantive knowledge to their own lives and to changes. The children will be provided with opportunities to make their own choices and will be able to evaluate what they have learnt.

Creativity

Creativity within PSED is making connections, problem solving and creative thinking in order to support themselves and others. It focuses on the children's views of themselves and prepares them for the future.

Assessment

Assessments of both the prime and specific areas of learning are carried out through impact notes. Opportunities for assessment are planned daily through focus sessions and enhanced provision. For example, a focus session about working co-operatively and taking turns will be led by an adult. The adult will make impact notes following that session. Enhanced provision is then planned to ensure there are opportunities for interactions that support children to practise working co-operatively in areas of provision. This can be personalised for particular children's needs. Adults within provision make further impact notes when supporting the children to practise.

Reviewed: September 2021