



Early Years Revised Framework Briefing - September 2021

Issue 13

A focus on 'Personal, Social and Emotional Development' (PSED)

This overview focuses on the changes to PSED in the revised framework and the non-statutory guidance.

PSED is one of the prime areas of development which forms solid foundations for all learning to then develop.

The prime areas play a significant role in encouraging children's curiosity and enthusiasm for learning. They are a driving force behind helping children as they form nurturing attachments, learn to self-regulate their emotions and thrive in their day to day life.



As practitioners you are aware that PSED is about three main things which will help young children grow up to be confident, caring and respectful:

- Personal Development - children develop their own unique personality and interests. They learn to look after their bodies, including healthy eating, and manage personal needs independently
- Social Development – children develop relationship skills such as, sharing and taking turns, or being a good friend.
- Emotional Development – children understand their own and other people's feelings and learn to manage their own feelings. They develop resilience and confidence in their own abilities.

Children who develop well in these three areas have been found to cope better with life's challenges. They become children who don't give up when the going gets tough and who bounce back in the face of adversity.

Focusing on helping children to develop these skills will give them a greater chance of developing success and happiness in the future. Birth to 5 Matters recognises the importance of PSED by prioritising it first in the areas of development.

EYFS Statutory Framework states for PSED



The statutory framework for the EYFS states...

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."

The revised EYFS Early Learning Goals: Personal, Social and Emotional Development

Whilst the Early Learning Goals are a checkpoint for the end of the reception year, they are not the whole curriculum or statements to be broken down and used as a checklist. Breadth in learning is more important than moving on in steps.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.



ELG: Managing Self



Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs



So what has changed?

- The statutory framework now states under medicines section 3.45 “The provider must promote the good health, including the oral health, of children attending the setting.” What does this mean for you? It is about helping children to understand how the choices they make can help them to be healthy and have good oral health. You could invite dental professionals to the setting, have sugar swap displays, promote Smile4Life etc.



- The ELG for Health and self-care has been moved from Physical Development and comes under PSED Managing Self. However, the curriculum guidance relating to this remains under Physical Development in Development Matters and Physical Development Health and Self-care in Birth to 5 Matters.



We must continue to support the holistic development of children. We need to help children learn how to care for themselves, make good choices and understand the benefit of them. This means that children need to develop physically as well as emotionally to be able to manage this.

Birth to 5 Matters” states on p.44 “ *The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child’s early brain development and mental health of adverse childhood experience, including*

malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making.”

Self-Regulation

Managing feelings and behaviour has now been replaced with Self-Regulation,

In Birth to 5 in the section on Self-regulation the Key points on p.21 it states,

“Self-regulation involves children’s developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.

Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any



domain and return to balance. The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation. A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills.”

In Development Matters in their Seven Key Features of Effective Practice on p. 7 it states,

“6. 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. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead “

As practitioners it is important that you help children to learn how to regulate their feelings and emotions and take charge of their own learning. It is a vital role of the key person to develop a positive, warm and authentic relationship that will support this.

Further reading:

“How children learn – The characteristics of effective early learning” Nancy Stewart (2011), Early Education

“Why Love Matters: How affection shapes a baby’s brain” Sue Gerhardt (2004), Routledge

If you require any more information or have any enquiries please contact Ann Breeze or Nicky Steels – ann.breeze@cumbria.gov.uk and nicola.steels@cumbria.gov.uk.

Alternatively childrens.information@cumbria.gov.uk or visit us [online](#)