

PSHE & Developing the 'whole' child

Personal, Social and Emotional

In the Early Years Foundation Stage, **PSHE is referred to as personal, social and emotional development**. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. It is a prime area of the Early Years framework and is integral to your child developing all the skills to be a happy and confident child with a set of skills to help deal with their emotions and make friends.

The following Early Learning Goals outline what most pupils can do by the time they leave Reception class.

Self Confidence and Awareness Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

At the Manor Primary, we provide a whole variety of opportunities to help nurture your child so that they can develop these skills. We also use a scheme called Jigsaw to help your child learn how to connect with their feelings, understand how to consider others and develop a feeling of right and wrong.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.



We also encourage children to think about the skills needed to be a confident and lifelong learner. We use 'gem powers', strategies linked to growth mindset by Dr Tom Robson (see link below) to help pupils recognise the traits of successful learning and help provide them with the necessary skills to be successful learners.

[Click here to find out more about our gem powers](#)

In addition to the gem powers, Jigsaw sessions and daily opportunities to help develop the whole child, we also promote Christian values throughout the year. All of these opportunities help nurture our learners to become confident and competent individuals within the school community.

[Click here to find out more about our values curriculum](#)

Mindfulness strategies to use at home

Belly Buddies

- Ask children to bring in a small stuffed toy, or provide a class set of small, light-weight objects such as small bean bags or wooden blocks.
- Children lay on their backs and place the toy or object on top of their belly buttons.
- Take children through the guided breathing activity above, asking them to watch the object as it moves up and down with their breath.

Breathing Hands

- Spread one hand out like a star.
- Use the index finger on your other hand to trace the outline of your star hand.
- Take a deep breath in as you move to the top of your thumb.
- Breathe out as you move down between your thumb and first finger.
- Take another breath in as you move to the top of your first finger.
- Breathe out as you move down between your first and second finger.
- Repeat until you have taken five slow, deep breaths.

Mindful Eats

This is a great activity to bring attention to how mindlessly we sometimes eat! Whether sitting in front of the tv, chatting to friends at lunch, or scrolling through something on the internet or social media, we often “switch off” when eating because it is such a familiar action.

Mindful eating can combat over-eating, it helps bring our attention to the flavours and tastes of different foods and helps us to realise what effects different foods have on how our bodies feel. Children need something small to eat for this activity. Often a square of chocolate is a fun “challenge”, although you could provide a piece of fruit or any food item that you feel will work with your class. Be sure to take any allergies into consideration!

- Begin this practice with three deep breaths.
- Direct children to take small nibbles or bites of the food.
- Bring awareness to the sensations of eating.
 - What is the taste like? Is it sweet or savoury?
 - What does the food feel like on your tongue?
 - Do you need to crunch it between your teeth, or can you slowly dissolve it in your mouth?
 - Try taking a slightly smaller or slightly larger bite.
 - How does this change the way eating this food feels?
 - Notice which muscles in your mouth, neck and body move as you swallow the food.
 - Pause between each bite and notice any changing sensations in your mouth or body.

Mindful Sounds

For this mindfulness activity, you will need something that makes a bell sound. There are some great meditation apps that have recorded bell, meditation cymbal and singing bowl sounds, however, if you can have one of these small instruments in real life, the sound is much better!

- Give the following instructions before ringing the bell:
 - When I ring the bell concentrate on the sound that you hear.
 - Pay attention to whether you hear it louder in one ear than you do in the other.
 - Keep your eyes closed until the sound is completely gone.
 - If you notice your thoughts wandering, just bring your attention back to the sound of the bell.
 - After you open your eyes, remain silent until you hear my voice again.
- Children close their eyes, while the adult rings the bell.
- The activity is finished when the sound has completely dissipated.

Gratitude Practice

- Take five minutes to think of something that you feel grateful for today. Here are some topics or ideas you can use to guide your child:
 - Something that someone else did for you that day.
 - A person in your life that you appreciate.
 - An activity or hobby you are grateful to be able to do.
 - A positive quality of someone that can sometimes be hard to get along with.
 - A skill or ability you have.
 - A part of your body you are grateful for and why.
 - An item that you love.
 - Something that made you laugh.
 - What you have learned from something that was hard.

For further support on mental health and well-being in children, please click on these links:

<https://youngminds.org.uk/>

<https://www.actionforchildren.org.uk/our-work-and-impact/children-and-families/good-mental-health/>

<https://www.theguardian.com/lifeandstyle/2019/jan/05/six-ways-to-raise-a-resilient-child>

Learning through Play

Threaded through all of our day to day learning opportunities, are the Characteristics of Effective Learning. The ways in which the child engages with other people and their environment – **playing and exploring**, **active learning**, and **creating and thinking critically** – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Learning through play is one of the most powerful ways that a child can express these different attitudes and develop their skills.

Children **play** to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper **learning**. **Play** allows children to communicate ideas, to understand others **through** social interaction, paving the way to build deeper understanding and more powerful relationships. (unicef)

Please see our EYFS handbook to learn how we provide a purposeful curriculum which promotes and values the importance of play in child development and follow this link for further importance for parents on the value of play in the Early Years <https://www.playboard.org/wp-content/uploads/2019/05/PlayBoard-Play-For-Parents-Guide-2019.pdf>

Click back onto the EYFS page on the website for more ideas for play with your children at home.