

Teaching and Learning

Child development - Personal, Social, and Emotional development



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. As one of the three prime areas, PSED describes crucial aspects of child development. Missing a child's developmental steps at this stage in their life makes it much harder to address later on.

(Help for early years providers GOV.UK)

TASK 1

With a colleague using the Development Matters tool categorise the development points either into birth to three, or three to four years.

Note: Development Matters provides some observational checkpoints to help you to consider potential areas of need, but this guidance is not designed to be used as a tracker or tick list that generates lots of paperwork.

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Express their feelings and consider the feelings of others.
- Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when…”.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Safely explore emotions beyond their normal range through play and stories.
- Remember rules without needing an adult to remind them
- Talk with others to solve conflicts.
- Show more confidence in new social situations
- Identify and moderate their own feelings socially and emotionally
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Understand gradually how others might be feeling.

Now check your answers using the development matters guidance tool.

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Task 2

Read the case study:

Amina is 3 years and 5 months. She has started nursery later than her peers after moving from Afghanistan. Amina does 15 hours per week Monday to Friday mornings. She is an only child and does not speak English. Mum and dad also have limited spoken English. Amina struggles to separate from her mother each morning. She has formed an attachment with a practitioner who only works 3 mornings and settles into nursery much quicker on these days. On arrival each day, Amina tends to take herself to sit in the book corner on the cushions before she decides to engage in any of the activities independently. She enjoys the home corner and setting the table with the plates, cups, and saucers. If she wants something that another child is playing with, she tends to take it from them, if a child attempts to take it back Amina will run away with it, or at times use her hands to push a child away. Amina plays alone and struggles to share with her peers, for example, when using pens to mark-make she will keep the pens in a pot close to her and requires adult

encouragement to share them out. During story time Amina finds it difficult to maintain concentration and will play with her shoes or tap other children for their attention. Amina becomes very distressed when it is time to stop, especially if she is playing in the home corner. Amina loves music time and exploring with the musical instruments – she will always copy and join in with actions when a practitioner sings nursery rhymes to her.

Next, with a colleague answer the reflective questions below:

- What does this information tell you about Amina?
- Using the 'Development Matters' tool what PSED milestones is she achieving?
- Where would you assess Amina's PSED development?
- Have you got enough information to assess Amina?
- If not, what areas do you need to gather more information for further, formative assessment?
- What could you do to support Amina's personal social and emotional development?
- How could you further develop positive relationships with Amina's parents to support and extend her learning and development?