

# What is PSD?

PSD continuously happens throughout the day, from how the children greet adults and each other, eating lunch and playing with others, and how they behave in class.

The children have opportunities to develop their PSD development through the day during natural and structured activities.

## Values Education:

We are a Values School and every half term we focus on a new value. Staff will refer to our values along with class rules throughout the school day.

## Milk/ Snack time:

Conversations around the table in a group or in pairs are great opportunities to model behaviour expectations.

## Celebration days:

Diwali, Harvest, Saint David's day etc are all examples of times when we celebrate culture and the understanding of others beliefs and cultures.



**Leaflet created Autumn term 2017**



## PSD booklet for parents & guardians

Dear Parents and Guardians.

We wish to share some information with you about your child's Personal & Social Development (PSD) as it's at the heart of the Foundation Phase. We feel sharing this information is important so that we can work as a partnership. The expectations that you provide for your child at home have a greater impact in PSD than in any other school subject area. We feel this leaflet provides you with everything you need to know about PSD and how you can support your child at home. PSD consists of six areas: *Social interaction, Behavioural regulation, Response to others, Independence in personal care, Engagement and Emotional expression*. All schools in Wales monitor children's development in these areas from when children begin school until the end of year two. Schools report on the outcomes that children have reached in PSD just as we do for Math's and English at the end of Foundation Phase.

**These are the standards that we are working towards in each year group.**

**Enfys**

**Social interaction;** Play independently & cooperatively with others negotiating play roles to keep play going, taking turns & ending play.

**Behavioural regulation;** Show increasing self control for different situations and wait for their needs to be met.

**Response to others;** Respond to emotions and needs of others, showing support or comfort where appropriate; Show awareness of similarities & differences between themselves & their peers.

**Independence in personal care;** Perform most personal care routines independently, show some awareness of healthy eating.

**Engagement;** Engage in a broad range of activities and tasks, demonstrating concentration and showing likes and dislikes.

**Emotional expression;** Express emotions with developing control, recognising that these may be influenced by different people and things.

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**Social interaction;** Associate, cooperate and communicate appropriately with other children & familiar adults, seeking help when necessary.

**Behavioural regulation;** Understand right & wrong, fair play, rules, & why they are there. Understand there are consequences to actions & take responsibility for their own decisions.

**Response to others;** Respond to others with respect and value other's achievements, showing awareness of other people's feelings, views and beliefs.

**Independence in personal care;** Perform personal care routines independently and understand the impact of food and drink on health.

**Engagement;** Engage in a broad range of tasks and activities, showing some perseverance with tasks.

**Emotional expression;** Recognise and express their feelings appropriately, able to control their emotions and cope with disappointment.

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**Social interaction;** Form friendships which are very important to them.

**Behavioural regulation;** Demonstrate appropriate self control.

**Response to others;** Respond to others with respect, understanding different preferences, views & beliefs. Show understanding of how they should relate to others morally & ethically. See things from other's points of view.

**Independence in personal care;** Perform personal hygiene routines independently, understand the impact of food, drink and exercise on health.

**Engagement;** Engage in a range of tasks & activities, reflect on how they can improve their learning, show perseverance, concentration & motivation. Can identify problems & suggest solutions.

**Emotional expression;** Often control their emotions.