

# Transition from Foundation Stage to Year 1

## Supplement (3) - PSHE



## Personal, Social and Emotional Development

'Early childhood is the foundation on which children build the rest of their lives; it is not just a preparation for the next stage – it is vitally important in itself.' Sir Christopher Ball 1994

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
FS2 children spend time with the Year 1 practitioners and in the Year 1 environment during the summer term.					
FS2 practitioners continue to visit the children in Year 1 during the autumn term.					
Children are given opportunities to explore their feelings about transition, including hopes and anxieties, both before and after their move to Year 1.					
Constructive relationships are established with other practitioners, parents and with workers from other agencies in order that children remain safe and healthy and continue to make good progress in Year 1.					
Constructive relationships are established with children, and opportunities are found to give positive encouragement to them, with practitioners acting as positive role models.					
Children learn about relationships and are given opportunities to work alone and in small and large groups.					

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
Planning is flexible to enable practitioners to respond to children's learning needs and interests and to give them the time and space to pursue these fully.					
Practitioners plan activities, including role-play activities, that promote emotional, moral, spiritual and social development alongside intellectual development.					
Practitioners plan activities, indoors and outdoors, that help children develop autonomy and a positive disposition to learn.					
There are a range of positive images in books, CD ROMs, displays etc that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities.					
There are opportunities for learning and development that acknowledge children's particular religious beliefs and cultural backgrounds.					

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
All children, including children who are highly dependent upon adult support for personal care, are encouraged to develop independence skills.					
Support and a structured approach is provided to achieve the successful social and emotional development of vulnerable children and those with particular behavioural or communication difficulties.					

## Notes

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**For Further Information Please Contact:**

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