Parent Workshop Minutes

Coffee Morning – Thursday 7th May 2026

Thank you to all parents who attended our Coffee Morning focused on **Personal, Social and Emotional Development (PSED)**. The purpose of the session was to explain what PSED is, why it is such an important part of the Early Years curriculum, how we support it in school, and how families can help at home.

The PowerPoint presentation from the session is available separately on the school website. The notes below provide a clear and friendly summary of the key points discussed.

What is PSED?

PSED stands for **Personal, Social and Emotional Development**. It is one of the **three Prime Areas** within the Early Years Foundation Stage (EYFS), meaning it is essential for children's learning and development.

PSED supports children to:

- Build positive relationships
- Develop confidence and independence
- Understand and manage their feelings
- Learn how to behave appropriately with others
- Take care of their personal needs, such as hygiene

Strong PSED skills help children feel secure, happy and ready to learn.

Why PSED is so important

- Ages **0–5** are the fastest period of brain development.
- Children's early experiences at home and school shape how they respond to emotions, relationships and challenges.
- Strong emotional wellbeing supports learning across all areas, including language, maths and literacy.
- Children who feel safe, confident and understood are better able to concentrate, join in with learning and form friendships.

We discussed how PSED provides **life-long skills**, supporting children not just in school, but throughout their lives.

Trauma-Perceptive Practice (TPP)

We also discussed **Trauma-Perceptive Practice**, which means:

- Meeting each child as an individual
- Understanding that every child has different experiences, worries and needs
- Responding with empathy, patience and consistency

Children may sometimes communicate their emotions through behaviour rather than words. Our role is to look beyond the behaviour and support the child's emotional needs.

How we teach PSED in school

PSED is taught **every day**, not just during planned sessions. It is embedded through:

- Daily routines and expectations
- Play (with adults supporting and modelling positive behaviour)
- Warm, trusting relationships with staff

- Talking and listening throughout the day
- Adults acting as positive role models

Staff place a strong focus on helping children feel safe, valued and confident within the setting.

Self-regulation and managing emotions

We support children to:

- Recognise, name and talk about their feelings
- Understand why they might feel a certain way
- Learn that **all emotions are valid**
- Use calming strategies such as breathing exercises or quiet spaces
- Ask for help when they need support

Adults help children through **co-regulation**, which means being calm, reassuring and supportive until children are able to manage their emotions more independently.

Building relationships

Positive relationships are central to PSED. We support children by:

- Encouraging kindness, turn-taking and cooperation
- Supporting children to play alongside and with others
- Helping children resolve conflicts calmly
- Praising positive social interactions
- Developing strong **key person relationships** so children feel secure and understood

Building confidence and independence

Children are encouraged to:

- Have a go and try new things
- Make choices and decisions
- Solve simple problems
- Understand that **making mistakes is part of learning**

Staff give positive praise for effort and perseverance to help build self-belief and resilience.

Hygiene and personal needs

We support children with:

- Washing hands independently
- Toileting routines handled sensitively and respectfully
- Dressing and undressing
- Learning healthy habits such as covering coughs and sneezes

Small achievements are celebrated to build confidence and independence.

Supporting children with additional needs

Some children may need extra support with:

- Emotional regulation
- Attention and concentration
- Communication
- Social interaction

Changes at home or significant life events can impact children's emotions and behaviour. Early identification, strong relationships and close communication between home and school help us support children effectively.
Parents are encouraged to speak to staff if they have any concerns about their child's wellbeing or development.

Working together with families

We highlighted the importance of **positive partnerships** between home and school.
Children benefit most when:

- There is open communication
- Routines and expectations are consistent
- Home and school work together to support emotional wellbeing

Every child develops at their own pace, and shared understanding helps us achieve the best outcomes.

How parents can support PSED at home

Parents can help by:

- Talking openly about feelings
- Encouraging children to express emotions using words
- Praising effort and resilience
- Providing clear routines and boundaries
- Supporting independence in everyday tasks
- Sharing any concerns or changes at home with school staff

An activity was shared during the session encouraging parents to talk with children about feelings (for example, while colouring together, talking about what makes them happy, sad or cross).

Watch at Home – Helpful Video Resource

Videos shared during the Coffee Morning
During the session we referred to three short videos that support children's **Personal, Social and Emotional Development (PSED)**. Parents are encouraged to watch these at home using the link below:
https://bristolearlyyears\.org\.uk/personal\-social\-and\-emotional\-development/
These short videos explain PSED in a clear and accessible way and offer practical ideas for supporting children's emotional wellbeing, self-regulation and positive relationships at home.

Thank you for attending the Coffee Morning and for continuing to support your child's personal, social and emotional development. If you would like further guidance, please speak to a member of the Early Years team.