

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

78	Self-Regulation, Managing Self, and Building Relationships
1	Find ways to calm themselves, through being calmed and comforted by their key person.
years	Establish their sense of self.
Š	Express preferences and decisions. They also try new things and start establishing their autonomy.
က်	Engage with others through gestures, gaze and talk.
Ò	Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
	Find ways of managing transitions, for example from their parent to their key person.
ırsery	Thrive as they develop self-assurance.
ē	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
SI	Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
_ `	Feel strong enough to express a range of emotions.
Ż	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
ອ	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Pre	Be increasingly able to talk about and manage their emotions.
	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

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	Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".						
S	Self - Regulation	Managing Self	Building Relationships	Summer 2 prior to starting reception			
ery 3-4 year	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, and begin to understand why they are important. Follow a rule with an adult reminder.	Show more confidence in social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Does the child take part in other pretend play with different roles – being the	Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts is the incluse?			
Nurse	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Gruffalo, for example?	in their play? Do not always need an adult to remind them of a rule. Increasingly follow rules, understanding why they are important.			

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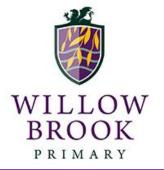
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R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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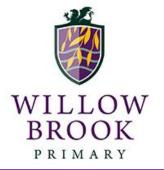


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I can consider other's	I can seek out companionship	I am proactive in seeking	I can be outgoing towards	I can understand my	ELG: Self-Regulation
needs.	with adults and other children,	adult support to find	people and willing to try new	own and other people's	- Show an understanding of their own feelings and those of
I can invite others to	sharing experiences and play	compromises.	things.	feelings, offering	others, and begin to regulate their behaviour accordingly.
play.	ideas.	I can be increasingly flexible	I can recognise that I belong	empathy and comfort?	- Set and work towards simple goals, being able to wait for
Toon hooin to notice	I can enjoy a sense of belonging	and cooperative.	to different communities	I can take steps to	what they want and control their immediate impulses
I can begin to notice	through being involved in daily		and social groups and	resolve conflicts with	when appropriate.
similarities and	tasks.	I can express a wide range of	communicates freely about	other children by finding	- Give focused attention to what the teacher says,
differences.		feelings in their interaction.	own home and community.	a compromise	responding appropriately even when engaged in activity,
I can begin to recognise		I can adapt my behaviour to	I have a clear idea about	sometimes with support.	and show an ability to follow instructions involving several
the impact of my	I can develop an understanding	different situations.	what I want to do in my play	I can say what I do well	ideas or actions.
actions.	of and interest in differences of gender, ethnicity, and ability.	I can show confidence in	and how I want to go about	and what I am getting	ELG: Managing Self
	genuer, ennicity, and admity.	choosing resources and	it.	better at?	- Be confident to try new activities and show
	I can assert my own ideas.				independence, resilience and perseverance in the face of
					challenge.





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I can build some strong	I can develop particular	perseverance in carrying out	I am more able to manage	I can work in a team to	- Explain the reasons for rules, know right from wrong and
relationships with	friendships with other children.	a chosen activity.	their feelings and tolerate	use a bow saw in forest	try to behave accordingly.
familiar adults.	I can talk about why keeping	I can explore how to keep	situations in which their wishes cannot be met.	school.	- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding
I can explore feelings through role play.	healthy, both mentally and psychically is important.	my body healthy.	I can learn and practice good	I can talk about my own and others' feelings and	the importance of healthy food choices
I enjoy trying new fruit			dental hygiene and why it is	behaviour and its	ELG: Building Relationships:
at snack time.			important.	consequence? I can make a healthy snack.	- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

