

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will: - 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.

Self-Regulation		Managing Self		Building Relationships	
Nursery	Reception	Nursery	Reception	Nursery	Reception
<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> •Seeks comfort from familiar adults when needed. •Can express their own feelings such as sad, happy, cross, scared, worried. •Responds to the feelings and wishes of others. •Aware that some actions can hurt or harm others. •Tries to help or give comfort when others are distressed. •Shows understanding and cooperates with some boundaries and routines. •Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. •Growing ability to distract self when upset, e.g. by engaging in a new play activity 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routine.

How we achieve these

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Being me in my world	Theme: Celebrating difference	Theme: Dreams & goals	Theme: Healthy me	Theme: Relationships	Theme: Changing me
Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:
Skills: <ul style="list-style-type: none"> • Identify feelings of happiness and sadness • Be responsible in the setting 	Skills: <ul style="list-style-type: none"> • Identify things they are good at • Identify some ways they can be different and the same as others • Identify and use skills to make a friend 	Skills: <ul style="list-style-type: none"> • Recognise how kind words can encourage people • Feel proud • Celebrate success 	Skills: <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel 	Skills: <ul style="list-style-type: none"> • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	Skills: <ul style="list-style-type: none"> •Can identify how they have changed from a baby

Vocabulary: Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous,	Vocabulary: Different, Special, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Vocabulary: Dream, Goal, Challenge, Job, , Achievement, Happy, Kind, Encourage.	Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes	Vocabulary: Angry, Upset, Calm me, Breathing.	Vocabulary: Baby, Grown-up, change
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Being me in my world	Theme: Celebrating difference	Theme: Dreams & goals	Theme: Healthy me	Theme: Relationships	Theme: Changing me
Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:
Skills: Identify feelings associated with belonging • Skills to play cooperatively with others • Be able to consider others' feelings	Skills: • Identify feelings associated with being proud • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry	Skills: Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience	Skills: • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them	Skills: Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship	Skills: • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home
Vocabulary: Kind, Gentle, Friend, Similar(ity), Different, Sharing, Taking Turns.	Vocabulary: Proud, Happy, Same, Different, Happy, Sad, Frightened, Angry, Family.	Vocabulary: Ambition, Perseverance, Dream, Goal, Challenge, Job, , Achievement, Happy, Kind, Encourage.	Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Vocabulary: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.	Vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.