

## Personal, Social and Emotional Development

PSED- Self-Regulation	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
1	<p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> <p>Develop friendships with other children.</p>	<p>Talk about their feelings using appropriate words e.g. sad, happy</p> <p>Begin to understand how others might be feeling.</p>	<p>Identify their feelings. Express feelings.</p> <p>Consider the feelings of others. Think about the perspectives of others.</p>	<p><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b></p>	<p>Circle time Discussions</p> <p>Supporting learning through play.</p>	<p>Identify good and not so good feelings Develop a vocabulary to describe feelings to others.</p> <p>Use simple strategies to manage feelings.</p>
	<p>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</p>		<p>Moderate their own feelings socially and emotionally.</p>			
2	<p>Grow in independence, ("me do it").</p> <p>Thrive as they develop self-assurance</p> <p>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</p>	<p>Select and use resources to achieve a short-term goal.</p> <p>Increasingly follow rules independently.</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p>	<p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p>	<p>Continuous provision planning: -Choice in the environment. -Selection of tools and resources to carry out tasks. Self-esteem support</p> <p>Class Rules</p>	<p>Recognise and celebrate strengths.</p>
3	<p>Develop friendships and relationships with others.</p>	<p>Develop sense of responsibility.</p> <p>Pay attention to one thing at a time and shift attention (CL.)</p>	<p>Build constructive and respectful relationships.</p>	<p><b>Give focused attention to adults, respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</b></p>	<p>Joining in with class routines. Pre-school Key group time with adult. Reception class Focused learning time with adult.</p>	<p>Adult focused time Joining in with class routines.</p>

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PSED- Managing self	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
1	<p>Feel confident and enjoy exploring new places with their key person</p> <p>Thrive as they develop self-assurance</p> <p>Feel strong enough to express a range of emotions</p>	<p>Becoming more outgoing in new situations</p> <p>Find own solutions to conflicts</p> <p>Develop appropriate ways to be assertive</p>	<p>Develop confidence in the familiar school environment.</p> <p>Play with others and find solutions without adult input.</p> <p>Show resilience and perseverance.</p>	<p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p>	<p>Provide opportunities for children to try new things e.g. climbing equipment, Small responsibilities (taking register to office etc) Focused work (indoors and outdoors.) Circle Time discussions. Adult modelling</p>	<p>Learning behaviours Behavioural expectations</p>
2	<p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>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.</p>	<p>Develop the sense of community.</p> <p>Increasingly follow the rules independently.</p>	<p>Building constructive and purposeful relationships.</p> <p>(PD) Develop skills needed to manage the school day e.g. lunch times, mealtimes etc.</p>	<p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p>	<p>Circle Time discussions Behaviour Policy in the classroom and school</p>	<p>Learning behaviours Behavioural expectations</p>
3	<p>Put on coats Do zips Show an increasing desire to be independent, Learn to use the toilet with help, and then independently.</p>	<p>Put on coats Do zips Toileting unaided.</p> <p>Washing hands.</p> <p>Make healthy food and drink choices.</p> <p>Make good choices in terms of activity and toothbrushing</p>	<p>Develop skills needed to manage the school day e.g. toileting, washing hands etc.</p> <p>Know and talk about the factors that support health and wellbeing: food, physical activity, tooth brushing, screen time, sleep routine, road safety.</p>	<p><b>Manage own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food.</b></p>	<p>Toilet provision to be used independently Need for hand washing as part of the daily routine. Healthy eating topics and provisions in the environment. Creating own healthy snacks. Sleep routines, tooth brushing activities, road safety focus Story to promote health.</p>	<p>Staying healthy and well. Making healthy choices.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>

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PSED- Building Relationships	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
1	<p>Play with increasing confidence on their own and with others.</p> <p>Develop friendships</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities.</p>	<p>Play with one or more children- extending play</p> <p>Help to find solutions to conflicts and rivalries</p> <p>Talk with other others to solve conflicts.</p>	<p>Play with one or more children- extending play</p> <p>Help to find solutions to conflicts and rivalries</p> <p>Talk with other others to solve conflicts</p>	<b>Work and play cooperatively and take turns with others.</b>	<p>Provide opportunity for independent play.</p> <p>Encourage children to find resolutions and compromises by supporting discussion. Game opportunities for turn taking e.g. card and board game.</p>	<p>Learning Behaviours</p> <p>Friendships</p> <p>Relationships</p>
2	<p>Play with increasing confidence on their own and with other childrenkey person near.</p> <p>Develop friendships with other children.</p>	<p>Build confidence in social situations.</p> <p>Play together and resolve conflict.</p>	<p>Build constructive and respectful relationships</p>	<b>Form positive attachments to adults and friendships with peers.</b>	<p>Circle Time</p> <p>Team Building</p> <p>What makes a good friend?</p> <p>Friendship week.</p>	<p>Learning Behaviours</p> <p>Friendships</p> <p>Relationships</p>
3	<p>Talk about their feelings.</p> <p>Safely explore emotions</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p>Talk about feelings.</p> <p>Begin to understand how others might be feeling.</p>	<p>Identify and moderate own feelings.</p> <p>Express their feelings.</p> <p>Consider others feelings.</p> <p>Think about the perspective of others.</p>	<b>Show sensitivity to their own and other's needs.</b>	<p>Circle Time discussions.</p> <p>Manage feelings.</p>	<p>Learning behaviours</p> <p>Behavioural expectations</p> <p>Feelings</p> <p>Empathy</p>