Grove Vale EYFS - Personal. Social and Emotional Development

Early Learning Goal

Self-Regulation	Managing Self	Building Relationships
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.	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.	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

Educational Programme

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

Development Matters – Reception

Children in reception will be learning to:	**Examples of how to support this:**
See themselves as a valuable individual.	Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them.
Build constructive and respectful relationships.	Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.
Children in reception will be learning to:	**Examples of how to support this:**
Express their feelings and consider the feelings of others.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.
Show resilience and perseverance in the face of challenge.	Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.
Identify and moderate their own feelings socially and emotionally.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those

	of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.
Manage their own needs.	Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Skills and Knowledge		
Autumn		
Self-Regulation	**Managing Self**	**Building Relationships**
Begin to show respect for living things and the environment. Know where resources are kept and be able to select and use resources. Look after resources to avoid damage. Put resources away after use (prompted). Recognise different emotions – sadness, happiness, feeling cross, lonely, scared or worried.	Begin to ask for help when needed. Show responsibility to carry out a (simple) specific task eg put these scissors back on the shelf. Recognise their own achievements and show/talk about something they are proud of. Follow routines (visual timetable). Adapt behaviour to different situations (eg 'quiet voice' in classroom).	Play collaborative games (eg ring games, parachute games). Begin to take turns. Begin to play cooperatively to build a model. Take part in role play, sharing ideas with other children. Share toys and resources. Talk positively to other children 'kind words'. Play with different children.

Begin to know how to manage own feelings (eg what to do if feeling angry).	Talk about home and different activities within Learning Lots time and in a small group. Begin to suggest ideas to make other people feel better if they are sad or cross. Begin to recognise that some foods are healthy and some are unhealthy.	Make friends. Initiates play, encouraging peers to join in. Responding to what others say. Initiates conversations with children and familiar adults.
Spring		
Self-Regulation	**Managing Self**	**Building Relationships**
Understand and follow class rules consistently. Ask for help when needed.	Recognises if another child is upset. Begin to compromise to resolve disagreements. Able to comfort another child if they are upset. Share ideas and interests with a group of children (within LL and show and tell sessions) to explain learning. Tidy away effectively with some prompts. Share ideas with the class (class show and tell sessions, sharing tapestry project to explain learning). Share own opinions on different subjects. Put lids on pens and glue sticks without reminders! Be able to say what they have done well. DECCA: It smells good but is it safe?	Begin and continue conversations, taking turns to speak and listening to what others say. Listen to others and answer questions. Know the names of other children within their class and animal group. Know the names of other children within reception and know something about each child. Begin to play and work with different children. Take turns and share. Listen to others and ask appropriate questions. Play and work with different children. Consistently take turns and share.

Summer		
Self-Regulation	**Managing Self**	**Building Relationships**
Talk about and recognise their own and others feelings and behaviour. Able to manage their own behaviour. Understand what bullying is and that it is unacceptable. Know how to manage their feelings and beginning to use some strategies to achieve this. Can stop and think before acting. Can wait for things that they want. Recognise different ways to find support when needed (peers, adults, books, internet...). Able to stand up for themselves appropriately.	Joins in all new activities and talks about their preferences and dislikes. Able to talk to the class or reception cohort about their ideas. Able to select appropriate resources for their chosen activity. Are able to say when they do or don't need help. Confident to speak to the class (eg tapestry projects). Able to describe their learning and what they can do well. Can explain what they enjoy and what things they are good at and which things they don't find easy (own areas of challenge). Talk about their plans. Able to evaluate and suggest change.	Plays cooperatively, taking turns and sharing resources. Listens to the ideas of others and gives their own ideas when organising activities. Able to play group games with rules Able to listen to another children's point of view and recognise that it might be different from theirs. Listen to the suggestions of others and make plans without adult help. Able to resolve minor disagreements through listening. Responds to the needs and feelings of others. Able to comfort another child if they are upset.