

St Clare's EYFS Personal, Social and Emotional Key Knowledge and Skills

Educational Programme		
<p>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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
Nursery	Reception	ELGs
Can talk about the feelings 'happy', 'sad', 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings	<p>Self-Regulation: 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.</p>
Recognises when they might feel 'angry', 'scared', 'surprised' and 'excited' and responds appropriately	Recognises when they might feel 'jealous', 'worried' and 'frightened' and respond appropriately	
Begins to understand how others might be feeling	Recognise the feelings of characters in stories Tell others how they have made them feel	
Children can explain what they do and don't like doing	Children are able to say what they are good at and what they need to practise	
Children enjoying achieving goals	Children persevere to reach their goals	<p>Managing Self: 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.</p>
Take turns in games and activities with support and shares toys with friends	Takes turns in games and activities without an adult present and offers to share toys	
Children understand that they need to wait their turn and can anticipate when it is their turn	Watches the person who is speaking and knows when it is their turn to speak	
Shows confidence during whole class sessions	Shows confidence when playing in a small group	
Asks others for help	Asks others if they need help	
Children know where to put things back when tidying up	Children independently tidy-up	
Children increasingly follow rules independently	Children are aware of the rules and why we need to follow them	
Beginning to resolve conflicts, asking an adult for support if needed	Resolves conflict by themselves without retaliating	
Aware of healthy and unhealthy foods	Makes healthy food choices	
Independently accesses the outdoor area for exercise and knows why we need to exercise	Makes healthy choices in relation to health and wellbeing	
Uses the toilet and wipes themselves	Takes care of their own hygiene needs without any prompts e.g. blowing nose, washing hands	
Looks after their teeth by brushing them twice a day	Understands the importance of oral hygiene and what happens if they don't look after their teeth	<p>Building Relationships: 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</p>

Starts to eat independently, learning to use a knife and fork	Able to use a knife and fork	
Can put on their own coat, hat and scarf	Can zip their own coat up and get changed with minimal support	

Observation Checkpoints

Around the age of 3:

Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can the child settle to some activities for a while?

Around the age of 4:

Does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) 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 in their play?

Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the **age of 4**. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.