

# Personal, Social & Emotional Development: Overview



<b>Nursery 2</b>	<ul style="list-style-type: none"> <li>Engage with others through gestures, gaze and talk.</li> <li>Express preferences and decisions. Also try new things and start establishing autonomy.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>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.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”</li> </ul>
<b>Nursery 3-4</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

<b>Reception</b>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene.</li> <li>Know and talk about the different factors that support their overall health and wellbeing including:             <ul style="list-style-type: none"> <li>Regular physical activity</li> <li>Healthy eating</li> <li>Toothbrushing</li> <li>Sensible amounts of ‘screen time’</li> <li>Having a good sleep routine</li> <li>Being a safe pedestrian</li> </ul> </li> </ul>
<b>ELG</b>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>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.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others’ needs.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>





## Self-Regulation

N2	<ul style="list-style-type: none"> <li>• Develop a strong relationship with key caregivers in setting.</li> <li>• Join a group activity chosen by a practitioner.</li> <li>• Resist impulse to push to the front and wait for their turn.</li> <li>• Start to talk about their feelings using words like 'happy' and 'sad'.</li> <li>• Can give reasons for why they feel happy or sad.</li> <li>• Recognise and act out emotions through play and stories.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Allow an adult to comfort them.</li> <li>• Achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Seek adult support to help them in managing emotions.</li> <li>• Recognise when a peer is upset.</li> <li>• Talk about their feelings using a developing vocabulary <i>e.g. frightened, frustrated</i>.</li> <li>• Explain to an adult what has happened when they are upset.</li> <li>• Begin to control their own emotions.</li> <li>• Begin to understand how others feel.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Identify and name feelings in themselves and others, <i>e.g. cross, lonely, worried</i>.</li> <li>• Bounce back quickly after they have been upset and with more independence.</li> <li>• Reflect on feelings they encounter in stories and make links to their own experiences.</li> <li>• Follow two-step instructions.</li> <li>• Wait with increased patience for attention or a turn in a game/with a toy.</li> </ul> <p><b>Recognise, moderate and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.</b></p>





## Self Care

<p>N2</p>	<ul style="list-style-type: none"> <li>• Ask to go to the toilet.</li> <li>• Wipe own face with a cloth</li> <li>• Pour own drink into a cup.</li> <li>• Use a knife and fork and attempt to cut food.</li> <li>• Carry plate of food back to their table place.</li> <li>• Clean up spillages.</li> <li>• Find peg independently and can attempt to hang up coat.</li> <li>• Show will to be independent when putting on clothes.</li> <li>• Talk about their favourite foods.</li> </ul>
<p>N3-4</p>	<ul style="list-style-type: none"> <li>• Use the toilet independently.</li> <li>• Wash and dry their hands.</li> <li>• Take their coat off and put it on.</li> <li>• Put on shoes without fastening</li> <li>• Pull zips up and down.</li> <li>• Pull up trousers independently.</li> <li>• Put T-Shirt and jumper on/off independently.</li> <li>• Show independence in managing own needs including at snack time.</li> <li>• Give simple explanations about healthy lifestyle choices.</li> </ul>
<p>Reception</p>	<ul style="list-style-type: none"> <li>• Put on socks and shoes.</li> <li>• Fasten zips independently</li> <li>• Explain why handwashing is important.</li> <li>• Undress independently with help for buttons</li> <li>• Dress and undress independently.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i></li> </ul> <p><b>Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices</b></p>





## Managing Self

N2	<ul style="list-style-type: none"> <li>• Show will to be independent e.g.: 'me do it'.</li> <li>• Takes pride in doing activities by themselves.</li> <li>• Seek praise when carrying out activities e.g.: tidying up.</li> <li>• Follow simple, familiar instructions.</li> <li>• Seek responsibility and enjoy being given a job to do.</li> <li>• Understands where key resources are kept.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Select and use activities and resources with help.</li> <li>• Follow a two-part instruction as part of a group.</li> <li>• Join in an activity when invited by an adult.</li> <li>• Select and use activities and resources independently.</li> <li>• Remember basic setting rules and follow them most of the time.</li> <li>• Explain why rules are important.</li> <li>• Care for plants, animals and their immediate environment.</li> <li>• Talk confidently in front of a group of their peers.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Abide by most of the rules of the classroom.</li> <li>• Try new activities independently or with peers.</li> <li>• Talk positively about themselves and what they can do.</li> <li>• Begin to understand and discuss consequences of our behaviour.</li> <li>• Shows increasing independence, working on short activities independently.</li> <li>• Persevere when something is challenging.</li> </ul> <p><b>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</b></p>





## Building Relationships

N2	<ul style="list-style-type: none"><li>• Show an interest in other children’s play.</li><li>• Develop friendships with other children.</li><li>• Play with other children although may become distracted by own interests.</li><li>• Ask questions about other people about differences e.g.: skin colour, types of hair, gender, disabilities and special needs.</li><li>• Start to work with other children to complete more challenging tasks.</li></ul>
N3-4	<ul style="list-style-type: none"><li>• Take turns, with adult support.</li><li>• Play with one or more other children.</li><li>• Join in with a group of children who are playing.</li><li>• Speak to peers within a game or activity.</li><li>• Seek adult support to help them in managing emotions and conflicts.</li><li>• Play with other children extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Take turns when playing simple games.</li><li>• Show empathy towards their peers.</li><li>• Show understanding of another child’s perspective..</li><li>• Solve small conflicts through speaking to each other and being assertive.</li></ul> <p><b>Form positive attachments with adult peers, working and playing cooperatively and showing sensitivity to their own and to others’ needs.</b></p>

