



EXPLORING PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

How do we provide a foundation of Personal Social and Emotional skills and knowledge in the Nursery?

The Early Learning Goals (Personal Social and Emotional Development)	Specific learning to Leintwardine Endowed CE School	How might this look like in our Early Years provision?
<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Personal Social and Emotional Development by the time children are 3 year old</p> <ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. <hr/> <ul style="list-style-type: none"> • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. <hr/> <ul style="list-style-type: none"> • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. <hr/> <ul style="list-style-type: none"> • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. <hr/> <ul style="list-style-type: none"> • 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. • Be increasingly able to talk about and manage their emotions. <hr/> <ul style="list-style-type: none"> • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. <hr/> <ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently 	<ul style="list-style-type: none"> - Sharing games available - Opportunities to express themselves through play, crafting, music, dressing up, sensory stations - Adults willing to listen and communicate with children enhancing their development - A safe environment where children feel comfortable to explore and learn - Book corner for children to read or be read to - Family book in Nursery children can use freely to see their family and feel settled



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Personal Social and Emotional Development by the time children are 4 year old

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating lay ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing