

Personal, Social and Emotional Development

“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.”

Building Relationships – Links to ELG05

The knowledge I am learning is:

- To build and maintain positive and respectful relationships
- To show sensitivity to my own and others needs

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	 I am learning to recognise and be responsive to my caregiver and show a particular preference (Indiscriminate attachment)	☐ I can show my preference for a familiar carer through a range of emotions ☐ I can laugh, gurgle and hold eye contact with a familiar person	 I am learning to form multiple attachments and I become anxious about unfamiliar adults  I am learning to engage my familiar adult to achieve a goal	 I am learning to roll a ball with my key person  I am learning to manage transitions with support	☐ I can be calmed and comforted by my carer ☐ I can explore my surroundings and check back in with my carer ☐ I can play a simple game co-operatively with my familiar adult such as roll a ball back and forth with my carer
Stage 2 (2-3)	 I am learning to separate from my	☐ I can tolerate leaving my main carer and	 I am learning to play alongside others	 I am learning to form a strong relationship	☐ I can develop friendships with

	 caregiver with support  I am learning to be interested in other children's play (spectator play)	transition to my key worker with my special items once I have established a secure relationship	(parallel play)  I am learning to show concern for children and familiar adults	with one child  I am learning to seek out others to share my experiences	others ☐ I can demonstrate concern for others ☐ I can recognise and name my familiar adults and children
Stage 3 (3-4)	 I am learning to interact with others during my play (associative play)  I am learning to separate from my main caregiver independently	☐ I can comment on others play whilst engaging in a similar activity ☐ I can independently leave my main carer and greet my key worker	 I am learning to play with one or two children extending and elaborating play ideas  I am learning to ask for help to resolve conflicts	 I am learning to play cooperatively in a group of three children elaborating and extending play ideas  I am learning to find simple solutions to resolve conflicts sometimes with support	☐ I can ask my familiar adults for help ☐ I can play a role in child led group play such as a pirate on a pirate ship ☐ I can demonstrate friendly behaviours towards familiar adults and children
Stage 4 (4-5)	 I am learning to listen to and understand my friend's point of view to resolve conflicts by compromising or negotiating with support  I am learning to represent and create my close relationships through play	☐ I can self-regulate my feelings whilst, working together sometimes with an adult to compromise and negotiate to understand and respond to others points of view ☐ I can use play to reflect my culture and relationships that are special to me	 I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating with support  I am learning to be flexible in my thinking to understand others needs and wants	 I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating usually independently  I can play co-operatively	 ELG05: I can work and play co-operatively and take turns with others  ELG05: I can form positive attachments to adults and friendships with peers  ELG05: I can show sensitivity to my own and other needs.

Sense of Self - Links to ELG04

The knowledge that I am learning is:

- To make independent choices about my learning
- To be positive and learn from my mistakes to achieve my learning goal
- To recognise, celebrate and explain my own strengths
- To recognise, celebrate and explain my peer's strengths

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	 I am learning to keep others attention through sounds and expression  I am learning to use movement to explore my physical self	☐ I can vocalise to keep others attention ☐ I can move in a variety of ways ☐ I can raise my arms to request to be lifted	 I am learning to react to myself in a mirror  I am learning to use my voice and gestures to engage others in my preferences	 I am learning to name my own body parts in a mirror  I am learning to be independent, and I might say no	 I can respond to my and others facial expressions, emotion in voice and movements  I can make simple choices
Stage 2 (2-3)	 I am learning to recognise myself in the mirror, comment on my identity and say my full name  I am learning to assert my preferences and choices in various ways	☐ I can recognise myself and others who are familiar to me in a mirror or picture ☐ I can use movement, gestures, and language to communicate my needs, preferences and choices	 I am learning to notice and comment on pictures of familiar adults and children  I am learning to choose resources with help  I am learning to use me, you and I in talk	 I am learning to notice and ask questions about what I can see makes us similar and different including gender and ethnicity  I am learning to express my own and others' views through play such as role play	 I can show you I understand I am my own unique person  I can talk about some things I like about me  I can ask simple questions about similarities and differences
Stage 3 (3-4)	 I am learning to take pride in my choices relating to myself such as the clothing I chose to wear	☐ I can make choices relating to my immediate needs ☐ I can ask an adult for help when I find things	 I am learning to welcome and value praise for my achievements  I am learning to turn to	 I am learning to understand what a mistake is and how I can help myself  I am learning to	 I feel valued and proud to carry out small tasks for my familiar adults  I can select and use

	 I am learning to ask adults for help when I cannot achieve my goal or make a mistake  I am learning to show some confidence in new situations when I have my familiar adult or surroundings	a challenge	a friend for help and support when I cannot achieve my goal or make a mistake  I am learning to explain my strengths to my familiar adult or a small group of peers	understand and explain actions and consequences to choices I make  I am learning to identify myself as part of a group	activities to support me in my goals  I can name things I am proud of
Stage 4 (4-5)	 I am learning to communicate freely about my family and school  I am learning to explain the barriers to my goal or recognise the mistake I have made and how I can resolve it	☐ I can communicate freely about my ideas, culture, relationships and experiences ☐ I can explain how I review my goals and test alternative approaches ☐ I can communicate a mistake and how I can resolve it	I am learning to describe myself positively to others and talk about my strengths and abilities  I am learning to think about the perspectives of others and communicate my views	 I am learning to recognise my peer's strengths and talk to them positively about what I have noticed  I am learning to set my own learning goals, make my own choices and persevere when challenge occurs  I am learning to identify mistakes of others and offer strategies to support their resilience	 I am proud of my uniqueness and can talk positively about being me  ELG04: I am confident to try new activities and show independence, resilience, and perseverance in the face of challenge
Understanding Emotions – Links to ELG03 and ELG04 The knowledge that I am learning is: - To regulate my own emotions using the strategies I have learned - To recognise the feelings of others and know when to offer strategies of support to co-regulate - To understand the difference between right and wrong and treat others with respect and tolerance					

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	- I am learning to communicate a range of emotions through my body and can be calmed through a range of strategies - I am learning to imitate others	- I can be soothed by my familiar adults - I can express a range of emotional responses and I can respond to others	- I am learning to develop a routine, use a familiar object or person to be able to soothe myself if I become dysregulated - I am learning to respond to the word stop	- I am learning to adapt my behaviour to participate in my care routines - I am learning two basic boundaries and can manage them with support	- I can co-operate with my care giving routines - I can regulate with a special item, person or familiar routine
Stage 2 (2-3)	- I am learning to express overwhelming feelings of frustration and anger - I am learning to tolerate some simple boundaries and routines with support - I am learning to communicate what is mine	- I can tell you that I feel sad - I can identify the things that belong to me - I can follow three simple boundaries with support	- I am learning to regulate my emotions when some things are mine and some things belong to others - I am learning to communicate when I am happy, angry, or sad - I am learning to use the strategy now and next to manage my expectations and routines	- I am learning to recognise and communicate the feelings of others and more widely through stories and play - I am learning self-control and sometimes I can resist strong impulses or wrong choices - I am learning to use my communication to share my feeling such as, "my turn next."	- I can show empathy to others when regulated - I can follow simple boundaries and routines most of the time - I can identify and express how I am feeling - I can show affection towards others
Stage 3 (3-4)	- I am learning to identify and talk about the basic emotions - I am learning to be able to remember and follow the rules and	- I can share and take turns when directed by my key worker - I can name my emotional feelings and begin to self-regulate	- I am learning to develop three simple strategies to regulate my emotions - I am learning to respond to my peers	- I am learning to remember rules independently and remind my peers - I am learning to recognise when my	- I can share and take turns most of the time - I can tolerate delay when my needs are not immediately

	boundaries in preschool ✚ I am learning to communicate to others to stop when I am feeling dysregulated	☐ I can use the word stop and no to communicate to others I am not okay ☐ I can say yes with meaning and understand the consequences	when they say stop or when I realise my actions have hurt or upset others ✚ I am learning to adapt my behaviour to different social situations	peers need help and use strategies to support them to regulate ✚ I am learning to be kind and understand what fairness is	met ✚ I can regulate myself when there are changes to my routine ✚ I can regulate my own emotions using the strategies I have learned
Stage 4 (4-5)	✚ I am learning to think about and talk about the perspective of others ✚ I am learning to create rules or follow rules in my play to ensure people are treated fairly ✚ I am learning to monitor my own feelings throughout the day to be regulated and ready to learn ✚ I am learning to seek practical help in new or challenging situations to emotionally regulate	☐ I can use verbalise my emotions to tell my peers and adults how I am feeling and how people in my class are feeling ☐ I can create rules to support fair play and expect others to follow them ☐ I can remember some strategies to help me emotionally regulate ☐ I can demonstrate and explain when I feel regulated and the benefits	✚ I am learning to repair relationships where I have caused upset or my actions have hurt others ✚ I am learning to express my feelings and understand the ideas of justice and what is right and wrong ✚ I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating with support	✚ I am learning to listen to and understand my wider class point of view to resolve conflicts by compromising or negotiating usually independently ✚ I am learning to respect and tolerate others when they do not have the same view or want the same things ✚ I am learning to maintain a positive attitude and regulate my feelings when I am in a challenging scenario	✚ ELG03: I can show an understanding of my own feelings and those of others, and begin to regulate their behaviour accordingly ✚ I am sensitive to the ideas of justice and fairness ✚ ELG04: I can explain the reason for rules, know right from wrong and try to behave accordingly
Keeping Safe and Healthy – Links to ELG04 The knowledge that I am learning is:					

- To keep myself safe online including the use of screen time
- To keep myself safe

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	- I am learning to recognise technology all around me - I am learning to consent to my intimate care needs	☐ I can demonstrate my interest in everyday technology	- I am learning to notice my movement has an effect on technology and electronic toys - I am learning to consent to my intimate care needs	- I am learning to recognise when my key worker or familiar adults take a picture of me - I am learning to request to use technology - I am learning to consent to my intimate care needs	☐ I can focus my attention on familiar pictures and videos on technology
Stage 2 (2-3)	- I am learning to ask permission to use technology - I am learning to consent to my intimate care needs - I am learning to wear a helmet on my bike	☐ I can consent to my intimate care routines ☐ I can ask permission to use technology ☐ I can use a helmet on my bike	- I am learning to follow safe screen time with the use of now and next - I am learning to hold hands when walking to keep me safe - I am learning to ask permission to handle pets - I am learning about hot and cold	- I am learning to hold hands when walking to keep me safe - I am learning to operate simple technology - I am learning to understand the 'pants rule' - I am learning to keep myself safe around fire and heat	- I can hold hands when walking next to the road and in crowded places - I can remember to ask before operating simple technology - I can remember to ask before handling pets
Stage 3 (3-4)	- I am learning to understand how to keep technology safe - I am learning to be aware of unfamiliar	☐ I can treat technology with respect and store it safely ☐ I can talk about the three basic services	- I am learning to observe the effects of screen time on my body - I am learning to	- I am learning stop, look, listen and wait when crossing a road - I am learning to explain the danger I	I can talk about why I need to be safe online and the effect of screen time on my body

	- people - I am learning to recognise danger - I am learning to recognise people who help us	- that can help us - I can explain how to keep myself safe in the home	- understand and follow the PANTS rule - I am learning to recognise danger and adjust my plans to stay safe - I am learning to call 999 and how to get help when I am in danger - I am learning how to stay safe by water	- can see and how to stay safe - I am learning to stay safe in the sun - I am learning to stay safe online including asking my peers for consent when I take their picture - I am learning to stay safe by the sea	- I can talk about healthy choices and how to keep my body healthy - I can talk about staying safe - I can tell you how to stay safe in the sun - I can tell you how I stay safe by the sea - I understand and follow the PANTS rule
Stage 4 (4-5)	- I am learning to understand how to keep my technology password protected - I am learning about the dangers online and how to keep safe with adult direction. - I am learning to identify a respectful relationship	- I can tell you when I feel unsafe online - I can ask my peers for consent when I take their picture - I can explain some of the dangers online - I can describe a respectful relationship - I can explain the PANTS rule	- I am learning to keep myself safe online with increased independence. - I am learning to follow adult direction with set screen time and observe age limits. - I am learning to understand the importance of sleep and rest	- I am learning to be a safe pedestrian - I am learning to stay safe online and when using technology including observing consent and protect my passwords - I am learning to stay safe in a variety of environments - I am learning to stay safe in the home	ELG04: I can manage my own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices - I can demonstrate my understanding of safe adults and how to get help from the emergency services - I can keep myself safe around animals, water, sea and around the home - I can explain how to

					keep myself safe online  I can demonstrate an awareness of screen time limits and its importance
Vocabulary The knowledge that I am learning is: • To learn new vocabulary • To understand the vocabulary I am using • To use it every day in a range of contexts					
	Step 1	Step 2	Step 3	Additional Vocabulary	
Stage 1 (0-2) Immersive language that we want children to hear	 Happy  Sad  Yes  Man  Woman	 Tired  Hungry  Thirsty  Loved  Vagina  Penis  Body	 Excited  Scared  Help  Stop  clean		
Stage 2 (2-3) To include vocab from all previous stages	 Frustrated  Tearful  Worried  Excited  Sorry  safe	 Kind  Unkind  Helpful  Unhelpful  Danger	 Cautious  Respectful  Safe  Thrilled  Accident  wash		
Stage 3 (3-4) To include	 Relationship  Consent  Delighted	 Enthusiastic  Sympathetic  Miserable	 Apprehensive  Ecstatic  Startled		

vocab from all previous stages	- Despair - Frightened - Cheerful - secure	- Thrilled - Terrified - Protected - Password - Permission - Secret - truth	- Bewildered - Self-regulation - Dysregulated - Regulate - Emergency - Hygiene - Stranger	
Stage 4 (4-5) To include vocab from all previous stages	- Perplexed - Remorseful - Exhilarated - Discouraged - Outraged - Intimate	- Compassionate - Overwhelmed - Perseverance - Scorned - Hesitant - Security - Consent - Imposter	- Inquisitive - Revolted - Hesitant - Astonished - Personal care - Transparent - Honest - Truthful	
Characteristics of Effective Teaching and Learning In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: - playing and exploring – children investigate and experience things, and ‘have a go’ - active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements - creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things				
Playing and Exploring (Engagement)	Active Learning (Motivation)	Thinking Creatively and Critically (Thinking)	Emotional Well-being	
- I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials - I can plan and think ahead about how I will explore or play with objects.	- I can participate and predict routines. I enjoy my routines - I can demonstrate goal directed behaviour - I can show resilience by	- I can participate in pretend play and think beyond the here and now - I can sort materials and resources	- I can demonstrate I feel like I belong in my setting - I can identify my special adults - I can demonstrate I feel valued, and I value	

- I can guide my own thinking and actions by talking to myself as I play - I can bring experiences from home into my play - I can show awe and wonder when I learn about new experiences	changing my approach to help me achieve my goal - I can show that I am motivated to keep on trying when I run into difficulties - I can set out to achieve a goal without extrinsic reward - I can celebrate my own achievements when I achieve my own goals - I can concentrate deeply when I am working on achieving my own goals	- I can think of my own ideas and find new ways of doing things - I can solve problems, make links and patterns in my play - I can make predictions and test my ideas - I can concentrate on things that are important to me and solve real life problems - I can review my progress	others - I can demonstrate I feel safe in my setting - I can demonstrate resilience - I can demonstrate positive self-esteem and self-worth
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