



Personal, Social and Emotional Development – Prime Area

Self-Regulation

PSHE

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- 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.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Observational Check Point -

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.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links <i>Key Stage 1 for PSHE Year 1 for PE</i>
Feelings and behaviour regulation	Talk about feelings (happy, sad, angry ect).	Identify a range of different feelings.	Say how others are feeling based on their expressions and actions.	Show their understanding of feelings by changing their behaviour. Use different strategies to control their emotions.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	<ul style="list-style-type: none"> • Where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Working for goals	Choose what they need to complete a goal (short term).	Keep on trying when they find something difficult.	Say what they are good at and what they would like to improve. Show resilience and perseverance when they face a challenge.	Set themselves goals. Wait for their requests and needs to be met.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Identify what they are good at, what they like and dislike.
Focused attention	Start to follow instructions.	Start to sit and listen more consistently during adult focus time. Follow simple instructions first time when asked.	Sit and listen during adult focus time. Follow instructions with two or more parts.	Listen to and respond to adults. Follow instructions accurately (several ideas/ actions).	Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.	To recognise how to listen to other people and play and work cooperatively. Follow simple rules to play games, including team games.

Managing Self- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Do not always need an adult to remind them of a rule.
- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become increasingly independent in meeting their own care needs e.g. brushing teeth
- Make healthy choices about food, drink, activity and toothbrushing.

Observational Check Point -

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

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links <i>Key Stage 1 PSHE</i>
Start to become more confident when things are new (dealing with the transition).	Start to try new activities.	Keep on trying even when they are finding something difficult.	Show resilience and perseverance when things are difficult.	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet</p>	Know how to manage when finding things difficult.
Show an awareness of rules and how to behave in the classroom.	Start to be aware of rules in the school and classroom and why we have them.	Follow the school and class rules. Talk about the school and class rules.	Explain and follow rules (in the classroom and around school). Show that they know right from wrong by their behaviour.		<p>Know about rules and age restrictions that keep us safe.</p> <p>Know ways to keep safe in familiar situations and unfamiliar environments.</p> <p>Know about what kind and unkind behaviour is, and how this can affect others.</p> <p>Know about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>Know about what rules are, why they are needed, and why different rules are needed for different situations.</p>
Toilet themselves.	Put on and take off their own socks and shoes. Start to know ways to stay healthy with what foods they choose to eat.	Say how they keep themselves healthy e.g. diet, oral health, hand washing, exercise, etc.	Manage their own basic hygiene and personal needs e.g. toileting and dressing. Explain healthy food and choose it independently.		<p>Know what keeping healthy means; different ways to keep healthy.</p> <p>Know about foods that support good health and the risks of eating too much sugar.</p> <p>Know how physical activity helps us to stay healthy; and</p>

				and understanding the importance of healthy food choices.	ways to be physically active each day.
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Building Relationships- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Talk with others to solve conflicts.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Play with one or more other children, extending and elaborating play ideas.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links <i>Key Stage 1 for PSHE</i>
Play with one or more children cooperatively.	Play with a small group of children, sharing ideas.	Use words to help solve conflicts with others. Work well with others listening and sharing ideas.	Work with others in a group. Play with others, take turns and share.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
	Start to form good relationships with the familiar adults in my class.	Show friendly behaviour in the classroom and around school. Developing friendships with lots of different people.	Form good relationships with the adults in the classroom and around school.		• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

			Have lots of friends and positive friendships	<p>Show sensitivity to their own and others needs</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Start to talk about the way they feel.	<p>Express and identify their feelings.</p> <p>Express their basic needs to familiar adults e.g. ask to go to the toilet, etc.</p>	Identify how others feel and respond to them appropriately.	<p>Know what their own needs are and can share them.</p> <p>Are sensitive to the needs of others.</p>	