



## PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT: Curriculum Goals

**Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities.'**

Autumn Term	Spring Term	Summer Term
<p><b>First Milestone:</b> Children make a strong relationship with their key person. Increasingly they separate from their parent with growing confidence and become involved in their play. They use their key person as a 'secure base' throughout the session 'touching base' when needed.</p>	<p><b>Second Milestone:</b> Children are happy, settled, playful, and are able to follow routines with growing confidence. Children are beginning to recognise their feelings and feelings of other and join in with conflict resolution with supportive adults. They can communicate their wants and needs.</p>	<p><b>Third Milestone:</b> Children have social skills, show pleasure in play and reflect on their learning. They are becoming independent, persevering when they face difficulties can work collaboratively. They understand rules and boundaries and show pride in who they are and what they can do.</p>
<p><b><u>Making Relationships</u></b></p> <p><b>Range 3 - Interact</b> with <b>others- exploring</b> the environment confidently with special person close by. Enjoys playing <b>alone</b> and <b>alongside</b> others and is also interested in being with other children.</p> <p><b>Range 4-</b> To <b>separate</b> from their close carers and <b>explore new situations</b> with support from familiar adults. <b>Builds relationships</b> with special people but may show anxiety in the presence of strangers.</p> <p><b>Cooperates</b> in favourable situations, such as with familiar people and environments</p> <p><b>Sense of Self Range 3-</b> Is aware of and interested in own and others physical characteristics, pointing to and naming features such as eyes nose hair.</p> <p><b>Range 4</b> To begin to <b>understand</b> how they fit into a <b>community-</b> be able to cooperate, and share</p>	<p><b><u>Making Relationships</u></b></p> <p><b>Range 5- Practices skills</b> of assertion, negotiation, and compromise and looks for a <b>supportive adult for help in resolving conflicts</b> with peers</p> <p>Shows increasing <b>consideration</b> of other people's needs and gradually more impulse control in favourable conditions. E.g. giving up a toy</p> <p><b>Seeks out companionship</b> with adults and other children, sharing experiences and play ideas Uses experiences of adult behaviours to guide their <b>social relationships and interactions</b> Recognises that they belong to different groups in society and communicates freely about home.</p> <p>Returns to <b>secure base</b> of a familiar adult to recharge and gain <b>emotional support</b></p>	<p><b><u>Making Relationships</u></b></p> <p><b>Range 6-</b> Understand different points of view, challenge each-others' thinking</p> <p><b>Represents and recreates</b> what they have learnt about social interactions in play and relationships with others.</p> <p>Increasingly <b>socially skilled-</b> can take steps to <b>resolve conflicts</b> with other children by negotiating and finding a compromise- <b>sometimes independently,</b> sometimes with an adult.</p> <p><b>Sense of Self-</b> Has a <b>clear idea</b> of what they want to do in their play- and confidence in choosing resources. Talk about what they do well, and what they are getting better at. Shows <b>confidence</b> in speaking to others about their own needs, wants, interests and opinions</p>

<p>experiences with others. Children to know their own <b>name and uniqueness</b>, and differences to others</p> <p>Understands differences of gender, ethnicity and ability.</p> <p>Growing sense of <b>self- confidence</b> and <b>self-esteem</b>, sense of similarities and differences</p> <p><b>Understanding Emotions-Range 3</b> Beginning to be aware of their own feelings, and the feelings of others, expressing a <b>range of different feelings</b>.</p> <p><b>Range 4-</b> To begin to seek comfort and offer comfort to others.</p> <p>Growing an understanding of <b>boundaries</b></p> <p>Can feel <b>overwhelmed</b> by intense emotions, resulting in an emotional collapse when frightened, angry anxious or over stimulated.</p> <p><b><u>Co-regulation (skill building):</u></b></p> <ul style="list-style-type: none"> <li>-Understand visual timetables/structures of the day</li> <li>- Communicate feelings through gestures, signs, Makaton, words</li> <li>-Be supported to manage transitions, for example from their parent to their key person</li> </ul> <p><b><u>Knowledge Checker.. do children?</u></b></p> <ul style="list-style-type: none"> <li>‘Know’ rules around friendships?</li> <li>‘Know’ the importance of listening to others?</li> <li>‘Know’ how to express feelings?</li> </ul>	<p><b>Sense of Self- Range 4-</b>Practises skills of assertion</p> <p><b>Range 5-</b> Building on confidence and <b>self-esteem</b>, becoming ‘<b>outgoing</b>’</p> <p><b>More confidence</b> developing in new social situations. Able to try new things, take risks, <b>express needs</b> and ask adults for help</p> <p><b>Understanding Emotions- Range 5-</b> Expresses a wide range of emotions, e.g. excitement anxiety, guilt, self- doubt</p> <p>Talks about the <b>feelings of others</b></p> <p>Understands what it means to feel fear, or be afraid of something</p> <p><b>Expresses a wider range of feelings</b> when interacting with others- through play and behaviour. Emotions include excitement, anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</p> <p><b><u>Co-regulation (skill building): Range 5-6 -</u></b> Through one- to one ‘thinking time’ help children to understand the impact of their choices/behaviour/actions and the feelings of themselves and others</p> <ul style="list-style-type: none"> <li>-More able to use tools/strategies to ‘manage’ feelings and ‘tolerate’ situations with adult help</li> <li>-Use adults for emotional ‘refuelling’</li> </ul> <p><b><u>Knowledge Checker...do children?</u></b></p>	<p><b>Development Matters-</b> <i>Play with one or more children, extending and elaborating play ideas.</i></p> <p><i>Awareness of different social groups and sensitive to prejudice and discrimination</i></p> <p><b><u>Understanding Emotions-</u></b> Understanding other’s feelings</p> <ul style="list-style-type: none"> <li>Understanding of their own feelings</li> <li>Can offer empathy and comfort</li> <li>Aware of behavioural expectations shows sensitivity to fairness and justice.</li> <li>Find solutions to conflicts and rivalries</li> </ul> <p><b><i>Co-regulation (skill building): Range 6</i></b>Shows sensitivity to fairness and justice</p> <ul style="list-style-type: none"> <li>-Seeks ways to manage conflict, e.g. through sharing, negotiation and compromise</li> </ul> <p><b><u>Knowledge Checker...do children?</u></b></p> <ul style="list-style-type: none"> <li>Know the dangers of fire</li> <li>Children know they are a member of a community</li> <li>Know that they are valuable</li> <li>Know that rules are there to keep them safe</li> </ul> <p><b><i>Dev. Matters Know some healthy foods and that our body needs a range of food types</i></b></p> <p><i>Know the dangers of roads and cars- Know the importance of oral hygiene, make healthy choices about food, drink, activity and toothbrushing</i></p>
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	<p>'Know' about different people and how they help us</p>	
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Know feeling words

Know that adults are there for help.