

## PSED

	Self-Regulation	Managing Self	Building Relationships
Birth to 3	<ol style="list-style-type: none"> <li>1. Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>2. Find ways of managing transitions, for example from their parent to their key person.</li> <li>3. Thrive as they develop self-assurance.</li> <li>4. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>5. Feel strong enough to express a range of emotions.</li> <li>6. Be increasingly able to talk about and manage their emotions.</li> <li>7. Safely explore emotions beyond their normal range through play and stories.</li> <li>8. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish their sense of self.</li> <li>2. Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>3. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>4. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>5. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>6. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>7. 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>8. Learn to use the toilet with help, and then independently</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage with others through gestures, gaze and talk.</li> <li>2. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>3. Develop friendships with other children.</li> </ol>
3 & 4 Year Olds	<ol style="list-style-type: none"> <li>9. 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>10. Develop appropriate ways of being assertive.</li> <li>11. Talk with others to solve conflicts.</li> <li>12. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ol>	<ol style="list-style-type: none"> <li>9. 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>10. Develop their sense of responsibility and membership of a community.</li> <li>11. Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>12. Show more confidence in new social situations.</li> </ol>	<ol style="list-style-type: none"> <li>4. Play with one or more other children, extending and elaborating play ideas.</li> </ol>

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	<p>13. Understand gradually how others might be feeling.</p>	<p>13. Increasingly follow rules, understanding why they are important.</p> <p>14. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>15. Make healthy choices about food, drink, activity and toothbrushing</p> <p>16. Remember rules without needing an adult to remind them.</p>	
Reception	<p>14. See themselves as a valuable individual.</p> <p>15. Express their feelings and consider the feelings of others.</p> <p>16. Show resilience and perseverance in the face of challenge.</p> <p>17. Identify and moderate their own feelings socially and emotionally.</p> <p>18. Think about the perspectives of others.</p>	<p>17. Manage their own needs. - personal hygiene</p> <p>18. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>5. Build constructive and respectful relationships.</p>
ELGs	<p><b>Self-Regulation</b></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>Managing Self</b></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>	<p><b>Building Relationships</b></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>