

**Personal, Social and Emotional Development**

		<b>Self - Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<b>Gems</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>Establish their sense of self.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Be increasingly able to talk about and manage their emotions</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>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> </ul>	<ul style="list-style-type: none"> <li>Express preferences and decisions.</li> <li>Play with increasing confidence on their own and with other children.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop friendships with other children</li> </ul>
	<b>Intended Activities</b>	<p>All children to be allocated a key adult</p> <p>All children to receive a home visit prior to them starting</p> <p>All children to take part in stay and play sessions</p> <p>Adults to use phrases like I can see you are upset, worried, etc.</p> <p>Transitional objects to be used if needed</p> <p>Personalised transition plans to be put in place if needed</p> <p>Adults to model talking about their feelings e.g. I am feeling sad today because</p> <p>On home visits find out how children like to be comforted and use this information in school</p>	<p>All children to have access to continuous provision where they are not being regularly stopped</p> <p>Adults to encourage children to make choices</p> <p>Adults to encourage children to do things for themselves, praise effort.</p> <p>Small group visits to different places e.g. garden in main school</p> <p>Encourage children to express their feelings through words like 'sad, upset or angry'</p>	<p>Adults to play with children then encourage children to play with another child</p> <p>Adults to model turn taking</p> <p>Adults to model and support sharing</p> <p>Turn taking games</p> <p>Verve</p> <p>Intensive interaction</p>
<b>Nursery</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Develop appropriate ways of being assertive.</li> </ul>	<ul style="list-style-type: none"> <li>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>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.</li> <li>Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>
	<b>Intended Activities</b>	<p>Adults to use phrases like I can see you are upset, worried, etc.</p> <p>Adults to model resolving conflict</p> <p>Turn taking games</p> <p>Support with sharing</p> <p>Adults to help children co regulate if needed</p> <p>Adults to suggest how children can resolve an issue e.g. I know you want a turn on the bike let's use a timer to make it fair.</p> <p>Quiet area outside nursery and book corner available if children need a quieter area to regulate</p> <p>Use stories to talk about feelings and emotions</p> <p>Use daily visual time table to limit any anxiety about what is happening next</p> <p>Provide children with appropriate tasks e.g. milk/book/friend/watering plant monitors daily</p>	<p>High quality continuous provision</p> <p>Use choice boards, parallel timetable, and now and next boards if needed</p> <p>Adults to use the language of the school rules consistently.</p> <p>Adults to use the stop command</p> <p>Adults to explain why we have rules such as always walk in school, always be seated when using scissors</p> <p>Meet and greet</p> <p>Model how to listen to someone and agree a compromise or resolve a conflict</p>	<p>High quality continuous provision</p> <p>Adults to use sustained shared thinking when working with children</p> <p>Verve</p> <p>Intensive interaction</p> <p>Invite visitors in as part of 'people who help us' and talk about the work they do.</p> <p>Provide children with tasks e.g. get resources from the office, reception, main school to develop more confidence in new social situations</p>
<b>Reception</b>	<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Manage their own needs.</li> <li>Follow the school rules, understanding why they are important.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Think about the perspectives of others and begin to understand how others might be feeling.</li> </ul>
	<b>Intended Activities</b>	<p>Colour Monster story - children taught to identify and name different emotions.</p> <p>Sweep story – Children taught strategies about how to deal with big emotions.</p> <p>Circle time - mascot Ted to support children to regulate whenever needed</p> <p>Visual timetable always displayed and used when doing day and date wall</p> <p>Social stories used to support children to identify their own feelings and how to express them appropriately whilst being considerate to the feelings of others</p> <p><b>Stories</b></p> <p>Don't be Sad Sam</p> <p>Don't get Angry Annie</p> <p>Hippo is Happy</p>	<p>School rules, rule book and rewards introduced in September</p> <p>Children to be taught why we have the school rules</p> <p>Adults to support children to follow the school rules</p> <p>All staff follow the school behaviour policy consistently</p> <p>Children to be encouraged to be as independent as possible</p> <p>Children's achievements to be celebrated</p> <p>Well-done assembly /certificates</p> <p>Children's qualities to be celebrated.</p> <p>Real life characters used to talk about resilience and challenge e.g. explorers.</p> <p>Monitors for particular jobs e.g. watering the plant, setting up snack</p> <p>Circle time e.g. likes/dislikes</p> <p>Encourage children to reflect and self-evaluate their own work</p> <p>Adult to model how to solve a problem and that mistakes are important part of learning e.g. I made a mistakes here and now I'm going to do this next time</p> <p>Super Hero learners</p> <p><b>Stories</b></p> <p>No Hitting Henry</p> <p>Don't play Dirty Gertie</p> <p>Mr Wolf's Pancakes – used to teach 'do it all by yourself'</p> <p>Zog – Children taught about resilience and perseverance.</p> <p>Children set challenges</p>	<p>Verve</p> <p>Intensive interaction</p> <p>Adults to support children in play to take on boards others ideas, to help each other, to share and to be tolerant</p> <p><b>Stories</b></p> <p>Bear learns to share</p> <p>Wait your turn Tilly</p> <p>Smaller confidence groups to support shy children in making relationships</p> <p>Model positive behaviour and highlight good behaviour of children in class, narrating what was kind and considerate about the behaviour</p>