

WRENBURY PRIMARY SCHOOL				
EYFS – Personal, Social and Emotional Development				
	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint <i>To be used to assess the children in June through provision of Child Initiated activities.</i>
Building Relationships	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>			<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. Make sure children are encouraged to listen to each other as well as the staff. Help and reassure them when they are distressed, upset or confused.</p>	<p>Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>	<p>Have high expectations for children following instructions, with high levels of support when necessary. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Undertake specific activities that encourage talk about feelings and their opinions.</p>	
Managing Self	<p>Show resilience and perseverance in the face of challenge. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>			<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p>Model practices that support good hygiene, such as insisting on washing hands before snack time. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p>	<p>Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment,</p>	

	Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.		including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly.	
Self-Regulations	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.			<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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</p>
	<p>Offer constructive support and recognition of child's personal achievements.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p> <p>Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>	<p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Help children to set own goals and to achieve them.</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	