

Personal, Social and Emotional Development (PSED)

	Self regulation	Managing Self	Building Relationships
Nursery	<p>Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her</p> <p>Is developing his/her sense of responsibility and membership of a community</p> <p>Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follows rules, understanding why they are important</p> <p>Does not always need an adult to remind him/her of a rule</p> <p>Is developing appropriate ways of being assertive</p> <p>Talks with others to solve conflicts</p> <p>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Is showing more confidence in new social situations</p> <p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p> <p>Is able to make healthy choices about food, drink, activity and toothbrushing</p>	<p>Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting</p> <p>Plays with one or more other children, extending and elaborating play ideas</p> <p>Is beginning to understand how others might be feeling</p> <p>Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone?</p> <p>Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy')</p>

	<p>Observation checkpoint: Can settle to some activities for a while</p>		<p>Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play</p>
Reception	<p>Expresses his/her feelings and considers the feelings of others</p> <p>Is able to identify and moderate his/her own feelings socially and emotionally</p> <p>Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p> <p>Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG)</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)</p>	<p>Sees himself/herself as a valuable individual</p> <p>Shows resilience and perseverance in the face of challenge</p> <p>Manages his/her own needs around personal hygiene</p> <p>Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)</p> <p>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p>Knows and can talk about the different factors that support his/her overall</p>	<p>Builds constructive and respectful relationships</p> <p>Thinks about the perspectives of others</p> <p>Forms positive attachments to adults and friendships with peers (ELG)</p> <p>Shows sensitivity to his/her own and to others' needs (ELG)</p> <p>Works and plays cooperatively and takes turns with others (ELG)</p>

		<p>health and wellbeing; regular physical activity</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time'</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian</p>	
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