

Personal, Social and Emotional Development



Birth to Three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Engage with others through gestures, gaze and talk.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- **CHECKPOINT – Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?**
- **CHECKPOINT – Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?**
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. 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.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. **CHECKPOINT – Around 7 months, does the baby respond to their name and to the emotions in your voice?**
- Learn to use the toilet with help, and then independently.

Three and Four-Year-Olds

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- **CHECKPOINT – Does the child take part in pretend play (for example being ‘mummy’ or ‘daddy’)?**
- **Around the age of 4, does the child take part in pretend play with different roles, e.g. being the Gruffalo?**
- Play with one or more other children, extending and elaborating play ideas.
- **CHECKPOINT – Around the age of 4, does the child play alongside others or do they always want to play alone?**
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- **CHECKPOINT – Around the age of 3, can the child sometimes manage to share or take turns, with adult guidance and understanding of ‘yours’ and ‘mine’?**
- **Can the child generally negotiate solutions to conflicts in their play?**
- **Can the child settle into some activities for a while?**
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- **CHECKPOINT – Most, but not all, children are reliably dry during the day by the age of 4.**

Children in Reception
<ul style="list-style-type: none"> • See themselves as a valuable individual.
<ul style="list-style-type: none"> • Build constructive and respectful relationships.
<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others.
<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge.
<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally.
<ul style="list-style-type: none"> • Think about the perspectives of others.
<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene
<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian

Early Learning Goals
Self-Regulation <ul style="list-style-type: none"> • 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. • 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.
Managing Self <ul style="list-style-type: none"> • 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.
Building Relationships <ul style="list-style-type: none"> • 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.

