

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is **fundamental to their cognitive development**. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive relationships with adults** enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through **adult modelling and guidance**, they will learn how to look after their bodies, including **healthy eating, and manage personal needs independently**. Through supported interaction with other children, they learn how to make **good friendships, co-operate and resolve conflicts peacefully**. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Self-Regulation		Managing Self		Building Relationships	
Objectives (Development Matters)	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Set simple goals for themselves to work towards. Demonstrates focused attention and responds appropriately when engaged in an activity. Able to follow instructions involving several ideas or actions.		Manage their own needs, including personal hygiene. 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 Confident to try new activities and make independent choices. Show resilience and perseverance in the face of challenge.		See themselves as a valuable individual. Build constructive and respectful relationships. Play cooperatively, taking turns with others. Demonstrates sensitivity to their own and others' needs.	
Early Learning Goals (Assessment)	*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.		*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *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		*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.	
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Skills	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals. To learn about important dates in their lives.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.
Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things. To talk about special events and times in their family.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.