

Self-Regulation- broken down into three statements as the ELG does

1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

	18 months- 3years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Talk about their feelings using appropriate words e.g. happy, sad, etc.	Identify their feelings Express feelings	Show an understanding of their own feelings	1-1 time Small group time Story Time Core Books Supporting in play Zones of regulation Role play situations
	Develop friendships with other children.	Begin to understand how others might be feeling	Consider the feelings of others Think about the perspectives of others	Show understanding of others feelings (empathy)	1-1 time Small group time Story Time Core Books Supporting in play Zones of regulation Role play situations
	Birth - three: 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.		Moderate their own feelings socially and emotionally	Regulate own behaviour	1-1 time Small group time Story Time Core Books Supporting in play Zones of regulation Role play situations

2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Grow in independence, ("me do it").	Select and use resources to achieve a short term goal	See themselves as a valuable individual	Set and work towards simple goals	Choice in the environment Selection of tools and resources to carry out tasks Self-esteem support
	Thrive as they develop self-assurance		Show resilience and perseverance in the face of challenge		

		Increasingly follow rules independently	Build constructive and respectful relationships	Control impulses through waiting when appropriate	School/class rules Joining in with class routines/transitions
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3. Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Develop friendships and relationships with others.	Develop sense of responsibility	Build constructive and respectful relationships	Give focused attention to adults	Small group time Story Time Core Books Supporting in play Role play situations Joining in with class routines
		Pay attention to one thing at a time and shift attention (CL)		Follow instructions involving several ideas or actions	

Managing Self- broken down into three statements as the ELG does:

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Feel confident and enjoy exploring new places with their key person	Becoming more outgoing in new situations	Develop confidence in the familiar school environment	Be confident to try new activities	Provide opportunities for children to try new activities / learning Opportunities provided by Ct Provision through play-based learning both indoors / outdoors
	Thrive as they develop self-assurance	Find own solutions to conflicts	Play with others and find solutions without adult input	Demonstrate independence	

	Feel strong enough to express a range of emotions	Develop appropriate ways to be assertive	Show resilience and perseverance	Show resilience and perseverance	Adult focused learning Group discussions / circle times Role play situations
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2. Explain the reasons for rules, know right from wrong and try to behave accordingly

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Feel confident when taken out around the local area and enjoy exploring new places with their key workers	Develop the sense of community Increasingly follow the rules independently	Build constructive and purposeful relationships	Know right from wrong	Group / class discussions Local Walks Whole class sessions Behaviour rules in the classroom and school
	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.		Develop skills needed to manage the school day e.g., lunch times, mealtimes etc. links with PD	Explain the reasons for rules Try to follow the rules	

3. Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED (18 months- 3 years and 3 & 4)	Put on coats Begin to do zips	Put on coats Do zips Toileting unaided	Develop skills needed to manage the school	Managing personal needs and hygiene	Arriving at school/home routine-coats

4 year olds and Rec	Show an increasing desire to be independent, Learn to use the toilet with help, and then independently	Washing hands	day e.g. toileting, washing hands etc.		Toilet provision accessible to be used independently
		Make healthy food and drink choices	Know and talk about the factors that support health and wellbeing: food	Understanding healthy food choices	Need for hand washing as part of the daily routine
		Make good choices in terms of activity and tooth brushing	Know and talk about the factors that support health and wellbeing: physical activity, tooth brushing, screen time, sleep routine, road safety	Understanding healthy living	Healthy eating topics and provisions in the environment Healthy snacks Sleep routines, tooth brushing activities, road safety focus Stories to promote health and wellbeing.

Building Relationships- broken down into three statements as the ELG does:

1. Work and play cooperatively and take turns with others

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Play with increasing confidence on their own and with others Develop friendships	Play with one or more children- extending play	Build constructive and respectful relationships	Play cooperatively	Provide opportunity for independent play Encourage children to find resolutions and
				Work with others	
				Take turns and share	

	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities	Help to find solutions to conflicts and rivalries Talk with other others to solve conflicts			compromises by supporting discussion Game opportunities for turn taking e.g., board games, circle time activities
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2. Form positive attachments to adults and friendships with peers

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Play with increasing confidence on their own and with other children- adult - key worker support	Build confidence in social situations	Build constructive and respectful relationships	Attachments to adults	1-1 support Group time Team Building Story time Core books What makes a good friend?
	Develop friendships with other children.	Play together and resolve conflict		Build friendships with peers	

3. Show sensitivity to their own and others needs

	18 months- 3 years	3 & 4 year olds	Reception	ELG	Provisions
PSED	Talk about their feelings	Talk about feelings	Identify and moderate own feelings	Show sensitivity to own needs and explain	1-1support Group / class circle time Story Time Core Books Zones of regulation Supporting in play
	Safely explore emotions		Express their feelings		
	Be increasingly able to talk about and manage their emotions	Begin to understand how others might be feeling	Consider others feelings Think about the perspectives of others	Show empathy to others needs	

Learning to support PSED in EYFS:

General learning throughout the year

- Circle time sessions
- Listening games
- Model good listening and turn taking.
- Cbeebies - Teddles - Brush your teeth / wash your hands / tidy up time / five more minutes
- Join in with a variety of simple songs.
- Discuss and share family celebrations such as birthdays / Christmas / celebrations from around the world
- Share stories daily and talk about what has happened and why / moral / what does that mean for us?
- Feedback Friday - what have we been learning?
- Snack time - mats and conversations
- 'Time to Talk' pictures and questions
- Zones of regulation
- Class rules and routines
- Role play - being friends
- Values
- Sports day / swimming gala - taking part, working as a team.

'Let your light shine!'



Make your light shine, so others will see the good you do and will praise your Father in heaven.
Matthew 5:16

By the end of Reception children will know (some of the learning will take support)

Knowledge:

- I know how to express how I feel.
- I know that I can talk to familiar adults in our school.
- I know how to listen to others.
- I know how to follow a simple instruction.
- I know when I am feeling happy, sad or angry.
- I know why we have rules.
- I know what to do when I am upset and angry.
- I know how to get dressed.
- I know how to use the toilet.
- I know that some foods are healthy and that others are unhealthy.
- I know how to take turns.
- I know how to be a good friend.

- I know when other people are feeling sad.
- I know the difference between good and bad actions.

Vocabulary:

- Feelings - happy, sad, angry, upset, hurt, worried, scared - zones of regulation
- Rules, behaviour, listen, share, friend, turn, team, together
- Healthy, unhealthy
- Independent