



Early Years Foundation Stage - Personal and Social Development

EYFS Educational Programme:

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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Development Matters	Birth to Three	Three to Four Year Olds	Reception
	<ul style="list-style-type: none"> • Around 7 months does baby respond to their name and the emotions in your voice. • Around 12 months does baby start to be shy around stranger and show preference for certain person or toy. • Around 18 months is toddler increasingly curious about their world 	<p>Managing Self</p> <ul style="list-style-type: none"> • 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. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to 	<p>Managing Self</p> <ul style="list-style-type: none"> • Manage their own needs. <p>Self-Regulation</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.

	<p>and wanting to explore it and be noticed by you.</p> <ul style="list-style-type: none"> • Around 2 does child see themselves as a separate person e.g. they decide what to eat/ play with. • Between ages 2 and 3 does child start to enjoy the company of other children and want to play with them. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. • Be increasingly able to talk about and manage their emotions. • 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. 	<p>remind them of a rule.</p> <ul style="list-style-type: none"> • Child can play alongside others and take part in pretend play. <p>Self – Regulation</p> <ul style="list-style-type: none"> • Help to 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’. • Begin to understand how others might be feeling. • Sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’. <p>Building Relationships</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> • Think about the perspectives of others. <p>Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships.
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	<ul style="list-style-type: none"> • 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. • 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 ...”. <p>Building relationships</p> <ul style="list-style-type: none"> • Develop friendships with other children 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas 	
Early Learning Goals		Key Vocabulary	
<p>Managing Self 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.</p>	<p>Rules, feelings, taking turns, confidence, play, happy, sad, angry, worried, friendships, kind, sharing, independent, challenges, difficult, right, wrong, healthy, choices,</p>		

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

Self-Regulation

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

Building relationships

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.