

August 2021	<b>Personal, Social and Emotional Development Essential Knowledge</b> <b>Curricular Goal: Know the attributes and qualities needed to thrive as an individual</b>			
ELG: Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and</li> </ul>			
ELG: Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>			
ELG: Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>			
<b>Embedding our learning culture</b>  <b>Safe</b> <ul style="list-style-type: none"> <li>• safe relationships</li> <li>• positive attitudes to learning</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>• alteration in LTM</li> <li>• building confidence</li> <li>• high expectations</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li>• dialogic approach</li> <li>• learning from mistakes</li> </ul> <b>Included</b> <ul style="list-style-type: none"> <li>• pupils supported to meet endpoints</li> </ul> <b>Responsible</b>	<b>Self-regulation</b>			
	Pre-Nursery	Nursery	Reception	Year 1 and 2
	They can have a sense of self and self-assurances	They can be responsible and are part of a community <ul style="list-style-type: none"> <li>• know how to behave (class rules)</li> <li>• look after friends, belongings, toys</li> </ul>	They are a valuable individual <ul style="list-style-type: none"> <li>• what makes them special</li> <li>• how to be a role model to others <ul style="list-style-type: none"> <li>○ model how to behave</li> <li>○ model following rules</li> <li>○ helping others</li> </ul> </li> </ul>	We need rules  Rules and age restrictions help us  Being polite and respectful is important  We belong to different groups  We are the same and different
	Ways to calm themselves /manage transitions from parent to key person <ul style="list-style-type: none"> <li>• through being calmed and comforted by their key person</li> </ul> To express a range of emotions	The vocabulary 'happy', 'sad', 'angry' or 'worried' to talk about own feelings and those of others  How others may be feeling (gradually)	Their own feelings and those of others <ul style="list-style-type: none"> <li>• identify own feelings</li> <li>• think about the feelings of others</li> <li>• how to express feelings</li> <li>• regulate their behaviour accordingly</li> </ul>	Their feelings are cared for in different ways by different people  Our behaviour affects others  We can get help if things go wrong