

August 2021	Personal, Social and Emotional Development Essential Knowledge Curricular Goal: Know the attributes and qualities needed to thrive as an individual				
ELG: 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 				
ELG: 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 				
ELG: 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 				
Embedding our learning culture	Self-regulation				
	Pre-Nursery	Nursery	Reception	Year 1 and 2	
	Safe <ul style="list-style-type: none"> • safe relationships • positive attitudes to learning 	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"> • know how to behave (class rules) • look after friends, belongings, toys 	They are a valuable individual <ul style="list-style-type: none"> • what makes them special • how to be a role model to others <ul style="list-style-type: none"> ○ model how to behave ○ model following rules ○ helping others 	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
	Achieving <ul style="list-style-type: none"> • alteration in LTM • building confidence • high expectations 	Ways to calm themselves /manage transitions from parent to key person <ul style="list-style-type: none"> • through being calmed and comforted by their key person 	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"> • identify own feelings • think about the feelings of others • how to express feelings • regulate their behaviour accordingly 	Their feelings are cared for in different ways by different people Our behaviour affects others We can get help if things go wrong
	Included <ul style="list-style-type: none"> • dialogic approach • learning from mistakes 	To express a range of emotions			
Responsible					