

Personal, Social, Emotional Development – Learning Objectives Early Years (F1 and F2)

We will be supporting children, in this prime area of learning, to develop their relationship skills, their self-confidence/self-awareness skills and to manage their feelings and behaviour in Early Years.

Making relationships - These are the skills that we promote to help children reach/exceed the Early Learning Goal (ELG) by the end of F2:

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

ELG : Children play cooperatively, taking turns with others.

They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

How staff can help/provide

Have key-persons (and sit in their key-person group for snack), perform home visits and transition visits, challenge negative comments and behaviour, help children understand feelings/emotions by using books, puppets, visuals etc, model how to solve conflicts, engage in collaborative games in circle times and by playing team/ring games etc, role-play areas inside and outside, inclusive books, visuals and puzzles etc, use puppets to help children explore feelings and ideas about friendship, sing ‘we have kind hands’ song regularly and when needed, provide activities that encourage turn-taking and sharing.

Self-confidence and self-awareness - These are the skills that we promote to help children reach/exceed the Early Learning Goal (ELG) by the end of F2 :

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

ELG: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Respect the differing attention spans, support children’s decisions and discuss if not possible, aware of cultural differences, teach respect, key-person gives extra support to their key-child, allow parents of new starters to stay as child settles - work with them to get the timing right (always putting needs of child first), intervene before children get frustrated but guide rather than do, praise and help children feel good about their achievements, develop next steps, display children’s work, all resources are accessible, provide experiences that are challenging but achievable, allow children to make their own challenges by moving equipment etc..

Managing feelings and behaviour - These are the skills that we promote to help children reach/exceed the Early Learning Goal (ELG) by the end of F2:

- Aware of own feelings and knows that some actions and words can hurt others’ feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries

Encourage children to express and talk about their feelings, discuss ways to help children recognise the impact of their actions, use the thinking chair to reflect and discuss poor choices made and how to make good choices, share books of how to deal with different emotions and discuss, role-model, establish routines, share with parents, praise good behaviour, listen to children, give children plenty of opportunities to solve problems and offer our guidance, share emotion cards, play a range of music, on entry - child moves name card onto happy or sad face area, use visuals to help EAL and SEN children, have a quiet book calm comfortable

<p>set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>area to relax and calm down</p>
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These skills are interconnected with the ways in which the child engages with other people and their environment – playing and exploring (engagement), active learning (motivation), and creating and thinking critically (thinking). These underpin learning and development across all areas and support the child to remain an effective and motivated learner. We have a mixture of child-led activities (following the child) and adult-led activities (which are mostly interactive) to help them develop a positive mindset: [The Characteristics of Effective Learning](#).

Playing and Exploring – Finding out and exploring. Playing with what they know. Being willing to ‘have a go’.

Active learning – Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.

Creating and thinking critically – Having their own ideas. Making links. Choosing ways to do things.

We ensure we play and interact with the children, encourage them to explore and try new things, help the right amount, model, talk through the process, discuss how we get better the more we try, encourage child-choices, be specific in our praise, use the language of thinking, ask open-ended questions and model language, value questions, engage in sustained shared thinking etc.

We develop an environment which is stimulating, relevant to children’s interests, freely accessible, labelled, flexible, follow in-the-moment planning so are adaptable, use inside and outside environments and encourage problem-solving etc.