

Personal, social and Emotional Development

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 9 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.

Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April). Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	Self-Regulation: - Separating from parents and carers with growing confidence. - Building a secure, trusted attachment with a primary key person. - Noticing basic emotions in themselves and inside <i>Think Equal</i> storybooks. - Tolerating short moments of waiting, such as during snack time or handwashing routines. Managing Self & Self-Care: - Learning the physical routine of hanging up coats and bags. - Cooperating with adults during nappy changes or early potty-training routines. - Learning to wipe hands and mouth after eating. - Exploring the indoor and outdoor classrooms safely. Building Relationships:	Self-Regulation: - Demonstrating a secure sense of comfort, happiness, and safety within the environment. - Expressing basic personal needs clearly to familiar adults. - Beginning to tolerate simple transitions between activities without distress. Managing Self & Self-Care: - Beginning to pull down and up elasticated trousers for toileting with minimal guidance. - Attempting to wash and dry hands independently after using the bathroom. - Feeding themselves confidently using a spoon. Building Relationships: - Transitioning fully into comfortable parallel play alongside peers. - Beginning to share toys and take short turns when prompted by an adult.
---	---	--	--

		- Observing older peers playing and copying their play actions. - Becoming familiar with the names of the adults in the room and showing comfort in their presence.	- Knowing and using the names of peers in their immediate group.
Nursery 2 (Confident learners)	Self-Regulation: - Settling into the environment and classroom routines smoothly. - Learning to label core, high-contrast emotions (happy, sad, angry) using <i>Think Equal</i> characters. - Seeking comfort from a primary key person to co-regulate when upset. Managing Self & Self-Care: - Learning the physical boundaries and rules of the room. - Learning to pull up and down elasticated clothing for toileting. - Attempting to wash hands with heavy adult prompting. Building Relationships: - Moving from parallel play to playing alongside others comfortably. - Learning the names of children in their immediate key group. - Taking short turns with popular toys under direct adult mediation.	Self-Regulation: - Expanding emotional vocabulary to express specific internal states (e.g., worried, frustrated, excited). - Beginning to use quiet sensory areas independently to calm down when feeling upset. Managing Self & Self-Care: - Navigating personal toileting routines with increasing independence. - Attempting to unbutton/zip coats and putting on wellies for outdoor play. - Using a spoon and fork together with growing coordination. Building Relationships: - Actively initiating play interactions with one or two chosen peers. - Forming distinct, named friendships within the classroom. - Beginning to negotiate sharing resources without needing constant adult presence.	Self-Regulation: - Expressing the explicit cause of an emotion (e.g., <i>"I'm cross because my tower fell"</i>). - Exercising strong 'effortful control' by suppressing impulses to grab and accepting group boundaries. Managing Self & Self-Care: - Remaining fully independent with personal toileting routines. - Zipping coats with minimal support and putting shoes on the correct feet. - Setting up and clearing away their own lunch or snack space. - Demonstrating resilience and determination when trying new or tricky tasks. Building Relationships: - Creating complex play scenarios with peers and assigning simple roles. - Welcoming new children into the play space kindly. - Seeking adult support to verbally resolve minor disputes with peers.
Reception	Self-Regulation: - Transitioning comfortably to full-time school routines and environments.	Self-Regulation:	Self-Regulation:

	- Identifying personal feelings and understanding how their actions affect others. - Exercising basic impulse control and sitting focused during whole-class carpet sessions. Managing Self & Self-Care: - Managing coats, bags, and shoes completely independently upon arrival. - Navigating lunchtime routines, using a tray, and handling a spoon and fork correctly. - Knowing how to thoroughly wash and dry hands to stop the spread of germs. Building Relationships: - Making new friends and willingly joining in group games. - Understanding, negotiating, and following shared class rules. - Listening respectfully to peers during carpet time and collaborative play.	- Articulating complex feelings and looking at situations from a classmate's perspective. - Directing attention deliberately during structured learning. - Staying focused on a task despite minor ambient distractions in the room. Managing Self & Self-Care: - Completely managing personal hygiene, toileting, and wiping independently. - Fastening coats and beginning to manage trickier clothing layers independently. - Explaining the importance of healthy daily choices like drinking water and eating vegetables. Building Relationships: - Building mutually cooperative, respectful friendships with a range of children. - Seeking adult support to resolve minor conflicts through dialogue rather than physical reaction. - Taking turns naturally during games and activities.	- Independently employing personal self-regulation strategies (e.g., taking deep breaths or taking space). - Adjusting behaviour seamlessly across different environments (classroom, hall, outdoors) in preparation for Year 1. Managing Self & Self-Care: - Managing all complex dressing, buttons, and fastenings completely independently. - Confidently using a knife and fork together with high control. - Articulating the clear importance of physical exercise, good sleep, and regular toothbrushing (oral health). Building Relationships: - Keeping complex play themes alive by compromising, taking turns, and accommodating others' ideas. - Independently resolving conflicts through conversation and identifying fair boundaries. - Showing respect for group rules and democratic decisions within the class.
--	--	---	--