



Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationship and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities **(Regulatory requirements 2017 Section 1 - The learning and development requirements 1.5)**

Aspects of Personal, Social and Emotional Development

- ***Self confidence and self-awareness*** – ELG6 - 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.
- ***Managing feelings and behaviour*** – ELG7- 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
- ***Making Relationship*** – ELG8- children play co-operatively, 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

We promote this through:

- establishing warm, caring relationships
- nurturing self esteem and confidence
- promoting self respect and respect for others
- promoting awareness and appreciation of different cultures
- encouraging self-discipline
- encouraging independent learning

For example through:

- praising achievement
- circle time
- resources promoting positive images of differences
- multicultural resources
- persona dolls
- providing positive role models
- secure routines and a safe environment
- labelling resources clearly and making them accessible
- ensuring there is time and space for children to focus on activities and experiences that develop their own interests
- planning for children to work independently, and also in collaborative groups where they need to share and co-operate