







Personal, Social and Emotional Development: Making relationships



	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and comforting/helping them. 	<ul style="list-style-type: none"> Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
 30-50 months	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
 40-60+ months	<ul style="list-style-type: none"> 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. <p>Early Learning Goal</p> <p>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.</p>	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.


Personal, Social and Emotional Development: Self-confidence and self-awareness

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Recognise that children's interest may last for short or long periods, and that their interest and preferences vary. • Value and support the decisions that children make • Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. • Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary. 	<ul style="list-style-type: none"> • Discuss with staff and parents how each child responds to activities, adults and their peers. • Build on this to plan future activities and experiences for each child. • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. • Consult with parents about children's varying levels of confidence in different situations. • Record individual achievements which reflect significant progress for every child.
 30-50 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Encourage children to see adults as a resource and as partners in their learning. • Teach children to use and care for materials, and then trust them to do so independently. • Ensure that key practitioners offer extra support to children in new situations. 	<ul style="list-style-type: none"> • Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain. • Vary activities so that children are introduced to different materials. • Make materials easily accessible at child height, to ensure everybody can make choices.
 40-60+ months	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal</p> <p>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.</p>	<ul style="list-style-type: none"> • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before. • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Recognising and enjoying children's success with them helps them to feel confident. • Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. 	<ul style="list-style-type: none"> • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. • Provide experiences and activities that are challenging but achievable. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. • Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.

Personal, Social and Emotional Development: Managing feelings and behaviour

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings. • Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others. • Help children to recognise when their actions hurt others. Be wary of expecting children to say 'sorry' before they have a real understanding of what this means. 	<ul style="list-style-type: none"> • Have agreed procedures outlining how to respond to changes in children's behaviour. • Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary. • Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration. • Provide books, stories, puppets that can be used to model responding to others' feelings and being helpful and supportive to them.
 30-50 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross. • Show your own concern and respect for others, living things and the environment. • Establish routines with predictable sequences and events. • Prepare children for changes that may occur in the routine. • Share with parents the rationale of boundaries and expectations to maintain a joint approach. • Model and involve children in finding solutions to problems and conflicts. • Collaborate with children in creating explicit rules for the care of the environment. 	<ul style="list-style-type: none"> • Provide photographs and pictures of emotions for children to look at and talk about. • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. • Make available a range of music that captures different moods. • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line. • Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. • To support children with SEN, use a sequence of photographs to show the routines in the setting. • Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. • Use pictures or consistent gestures to show children with SEN the expected behaviours. • Provide materials for a variety of role play themes. • Provide a safe space for children to calm down or when they need to be quiet. • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Personal, Social and Emotional Development: Managing feelings and behaviour			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>40-60+ months</p>	<ul style="list-style-type: none"> • 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 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>Early Learning Goal 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>	<ul style="list-style-type: none"> • Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. • Model being fair, e.g. when choosing children for special jobs. • Be alert to injustices and let children see that they are addressed and resolved. • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. • Encourage children to think about issues from the viewpoint of others. • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. • Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. 	<ul style="list-style-type: none"> • Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.