



EYFS at Redfield Edge Primary School

Personal Social and Emotional Development Self Regulation, Managing Self, Building Relationships.

Key books:
My Skin, Your Skin by Laura H Allain
The Colour Monster by Blue Penguin by Peter H
I Am Henry Finch by Alexis Deacon
Willy the Champ/ Wimp & Silly Billy by Anthony Browne

What skills are we learning?

Develops particular friendships with other children, which help them to understand different points of view and challenge their own thinking.

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.

To take steps to resolve conflicts with other children by negotiating and finding a compromise.

Recognises that they belong to different communities and social groups and communicates freely about own home and community

Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

Has a clear idea about what they want to do in their play and how they want to go about it

Manage own personal hygiene needs.

Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.

Know and talk about health and wellbeing: exercise, healthy eating, tooth-brushing, sleeping, being safe on the road, limited screen time.

Seeks support, "emotional refuelling" and practical help in new or challenging situations

What opportunities to see this in action?

- Children have long uninterrupted, open ended play opportunities every day, which includes skilled staff members involvement – co-play.
- Conflict resolution strategies employed from the beginning – children are encouraged to talk through problems and find a solution together.
- The classroom environment enables children to develop skills, independence and learn through trial and error, building confidence, perseverance and resilience. A 'can do' attitude.
- Adults are on hand to support toileting, changing and emotional refuelling needs.
- Regular discussion about health and wellbeing in large and small groups, including "Mental Health Week", check in for the Zones of Regulation (**Mental Health**).
- JIGSAW PSHE Curriculum – covering topics; Being me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- Family Link worker available to support families with routines and behavioural strategies.

Self-Regulation ELG: Children at the expected level of development will: - 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 show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will: - 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.

Building Relationships ELG Children at the expected level of development will: - 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.