




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/skills that our children develop through during their time in the early years.

	Reception		
Self - Regulation 	<p>Can talk about the feelings angry, scared, surprised and excited.</p> <p>Recognise when they feel angry, scared, surprised and excited and respond appropriately.</p> <p>Understand how they can manage uncomfortable feelings appropriately.</p> <p>Begin to understand how others might be feeling.</p> <p>Recognise the feelings of characters in stories.</p>	<p>Talk about different feelings and articulate how they feel using age appropriate vocabulary.</p> <p>Recognise and respond to the feelings of others, showing sensitivity when needed.</p> <p>Consider and understand the feelings of others and regulate their behaviour accordingly.</p> <p>Tells others how they made them feel.</p> <p>Set and work towards simple goals.</p>	<p><u>Assessment - ELG: Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to</p>




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

	Confident to leave parents/grandparents to come into school.	Wait for something they want and control immediate impulses.	follow instructions involving several ideas or actions.
Managing Self 	Children are able to explain what they are good at See themselves as a valuable individual. Is able to ask for support from a trusted adult when they need it. Is able to express their needs and wants to a trusted adult.	Show confidence to try new activities. Show independence in simple tasks. Persevere when faced with a challenge. Show understanding of rules and try to follow them. Manage own personal hygiene.	<u>Assessment - ELG: Managing Self</u> 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	Build constructive and respectful relationships with adults.	Work and play cooperatively with others, sharing and taking turns.	<u>Assessment - ELG: Building Relationships</u>




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

	<p>Begin to understand different points of view.</p> <p>Begin to be increasingly flexible and cooperative as they are more-able to understand other people's needs, wants and behaviours.</p> <p>May return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p>	<p>Develop friendships with their peers and positive attachments with familiar adults.</p> <p>Be sensitive to their own and others' needs.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p>	<p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
---	--	--	--

Implementation Reception



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

- Weekly PSHE sessions discussing different topics including, me and my school, me and my relationships, me and other people, me and my safety and me and my world.
- Daily Storytimes - Children have quality story times at least once a day. Adults select texts, both fiction & non-fiction, to share with children to develop their knowledge and understanding of a range of topics and to promote diversity. These sessions also build on and support children's understanding of their emotions, talking about their feelings and how to express them.
- Class rules and expectations are developed with the children and displayed visually in the setting. They are discussed daily and stickers and positive reinforcement is used to motivate children.
- Staff model expected behaviour within the session - discussing with children how to behaviour, how to discuss their issues or concerns, sharing and collaborating with others.
- Focus stories to support behaviour used within provision and story time
- Working with parents, sharing observations, learning and messages on a daily basis.
- Daily contact with parents, teacher and staff greeting them and the children at the start and end of each session.

Classroom Provision

- Adult led activities to support sharing, turn taking in provision



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

- Adults encourage discussions with the children throughout the day
- Visual timetables used for all children to support routines
- Puppets and props available in our reading area to support thoughts and feelings, develop confidence
- Classroom displays based on what we can do, what we have done
- High quality books in all areas of provision

Additional provision for children identified as 'not on track'

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Friendship group twice weekly
- Interventions for sharing and turn taking
- Visual supports used to aid understanding for SEND pupils.