**Personal, social and emotional development – ongoing throughout the year.**

Making relationships

* Support them to develop positive relationships by challenging any negative comments and actions towards others.
* Help them to understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.
* Support them to talk openly and confidently with others, e.g. to seek help or check information.
* Model being a considerate and responsive partner in interactions.
* Make opportunities to listen to each other and explain your actions.

Self confidence and self awareness

* Value and support the decisions that they make.
* Talk to them about the choices they have made, and help them understand that this may mean that they cannot do something else.
* Teach them to use and care for materials, and then trust them to do so independently.
* Encourage them to explore and talk about what they are learning, valuing their ideas and ways of doing things.
* Offer them help with activities when they ask but not before.
* Recognise and enjoy their success with them to encourage them to feel confident.
* Support them to feel good about their own success, rather than relying on someone to tell them they have done well.

Managing feelings and behaviour

* 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 them for their ideas on what might make people feel better when they are sad or cross.
* Model your own concern and respect for others, living things and the environment.
* Establish routines with predictable sequences and events.
* Prepare them for changes that may occur in the routine.
* Model and involve them in finding solutions to problems and conflicts.
* Work with them in creating explicit rules for the care of your home.
* Talk about fair and unfair situations, their feelings about fairness, and how they can make things fair.
* Recognise and praise positive behaviour, explaining that it makes you feel happier.
* Encourage them to think about issues from the viewpoint of others.
* Ensure that they 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 them respectfully and kindly, and explain why this is important.