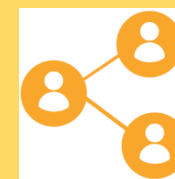


## PSED – Building Relationships

### ELG - Building Relationships

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.



### Development matters statements

- Build constructive and respectful relationships.
- Think about the perspectives of others.

### Birth to 5 - Band 6 (Reception) – Making Relationships

- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
- Is increasingly flexible and cooperative as they are more-able to understand other people's needs, wants and behaviours
- 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
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Is proactive in seeking adult support and able to articulate their wants and needs
- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

### ELG: Work and play cooperatively and take turns with others;

### ELG: Form positive attachments to adults and friendships with peers;

#### Baseline

Play with one or more other children, extending and elaborating play ideas. (DM 3-4)  
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (DM 3-4)  
Talk with others to solve conflicts. (DM 3-4)

- Uses their experiences of adult behaviours to guide their social relationships and interactions (Bto5 – Band 5)

Understand gradually how others might be feeling. (DM 3-4).  
Show more confidence in new social situations (DM 3-4).

- Seeks out companionship with adults and other children, sharing experiences and play ideas (Bto5 – Band 5)
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play (Bto5 – Band 5)

#### Autumn

- Take turns, with adult support, e.g. when playing a board game.
- Can play in a group with friends suggesting ideas

- Joins in with a group of children who are playing, speaking and engaging with peers.
- Can initiate an interaction with other children.
- Form some closer friendships and seek them out to initiate play.
- Is building good relationships with adults and other children, engage in positive interactions such as asking for help, to share news or as part of an activity.

#### Spring

- Take turns with a little support from an adult or with the systems in place, e.g. sand timers.

- Has a good relationship with peers and familiar adults, confident to interact with others, seeking them out to share activities and experiences.

	<ul style="list-style-type: none"> <li>• Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer</li> <li>• Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language to negotiate, play and organise. Knowing what makes a good friend.</li> <li>• Can keep play going by co-operating, listening, speaking, and explaining.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Beginning to solve small conflicts through listening and speaking to each other to come up with a fair solution.</li> <li>• Plays group games with rules.</li> <li>• Resolves minor conflicts through listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help.</li> <li>• Consider the listener and takes turns to listen and speak in different contexts.</li> <li>• Understands that we may not always like everyone, but we still need to treat them with respect</li> </ul>

### ELG - Show sensitivity to their own and to others' needs.

<b>Baseline</b>	<p>Has developed appropriate ways of being assertive. (DM 3-4)          Talk with others to solve conflicts (DM 3-4)          Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3-4).          Understand gradually how others might be feeling. (DM 3-4).</p> <ul style="list-style-type: none"> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. (Bto5 – Band 5)</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. (Bto5 – Band 5)</li> </ul>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Is aware of the needs of others but can find it hard to let others take the lead.</li> <li>• Is able to identify when another child is upset and respond appropriately, showing empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> <li>• Expresses their feelings in an appropriate way</li> <li>• Begins to understand that different children have different viewpoints and opinions.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</li> <li>• Identifies how others feel and responds appropriately.</li> <li>• Can identify kindness and considerate behaviour of others.</li> <li>• Takes account of one another's needs and feelings with a growing sense of managing conflict</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</li> <li>• Understands that we may not always like everyone, but we still need to treat them with respect</li> <li>• Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face)</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Understands someone else's point of view can be different from their own.</li> <li>• Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way</li> </ul>