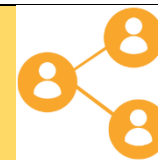


## PSED – Managing Self

### ELG - Managing Self

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.



#### **Development matters statements**

- Show resilience and perseverance in the face of challenge
- Manage their own needs.

#### **Birth to 5 - Band 6 (Reception) – Understanding Emotions**

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

#### **Birth to 5 - Band 6 (Reception) – Sense of Self**

- 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
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

#### **Birth to 5 - Band 6 (Reception) – Health and Self Care**

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;		
	Confident to try new activities	Independence, resilience & perseverance
<b>Baseline</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (DM 3-4)</p> <p>Develop their sense of responsibility and membership of a community. (DM 3-4)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (DM 3-4)</p> <p>Show more confidence in new social situations. (DM 3-4)</p> <ul style="list-style-type: none"> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (Bto5 – Band 5)</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (Bto5 –Band 5)</li> <li>• Is sensitive to others' messages of appreciation or criticism (Bto5 –Band 5)</li> <li>• Enjoys a sense of belonging through being involved in daily tasks (Bto5 –Band 5)</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others (Bto5 –Band 5)</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help (Bto5 –Band 5)</li> </ul>	
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Is confident to speak in front of the whole class</li> <li>• Is beginning to taking risks in areas of the provision</li> <li>• Will try new activities with peers.</li> <li>• Can say whether they need help with something, or not.</li> </ul>	<ul style="list-style-type: none"> <li>• With encouragement make improvements to learning and are willing to repeat some activities to make them better.</li> <li>• No adult direction for familiar classroom routines e.g. bags, coats, toilets etc.</li> <li>• Self-selecting learning opportunities in the provision, independently choose areas they would like to play in or resources they would like to use.</li> <li>• Are beginning to respond positively to feedback from adults and peers when mistakes are made in all areas for learning</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Taking risks in all areas of the provision, with adult encouragement.</li> <li>• Will try new activities with adult encouragement.</li> <li>• Regularly accessing all areas of provision.</li> <li>• Can accurately assess whether they need assistance or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing mistakes are part of learning and life and can articulate when they have learnt from mistakes</li> <li>• Independently wipes own nose when needed, without prompting and washes hands when needed without prompting</li> <li>• Learning from mistakes, and moving forward from teacher feedback is evident in all areas of learning</li> <li>• Beginning to show perseverance and persistence when faced with challenges.</li> </ul>

<b>Summer</b>	<ul style="list-style-type: none"> <li>• Confident to try new activities without hesitation</li> <li>• Taking risks in all areas of the provision independently</li> <li>• Can independently risk assess trying new activities &amp; overcome obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Showing independence in their learning</li> <li>• Taking responsibility for their own learning</li> <li>• Pupils openly welcome challenge</li> <li>• Resolving much of their own disputes independently</li> <li>• Enjoys more challenging activities and set goals for themselves that stretch their abilities.</li> <li>• Tries different approaches when solving problems and be able to discuss what they have done.</li> <li>• Demonstrates resilience looking for their own way to move forward or overcome an issue. Are willing to take a risk, and understands this is part of learning.</li> </ul>
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<b>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly;</b>	
<b>Baseline</b>	<p>Increasingly follow rules, understanding why they are important. (DM 3-4)  Remember rules without needing an adult to remind them. (DM 3-4)  Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (Bto5 – Band 5)</p>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Can understand and verbalise the behavioural expectations of the setting.</li> <li>• Abides by most of the rules of the classroom</li> <li>• Beginning to understand and discuss consequences of their behaviour, e.g. If I hit someone, it hurts and they are upset</li> <li>• Know there are rules in certain situations and why these exist.</li> <li>• Begin to make the right choices independently</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Understand behavioural expectations of the setting and increasingly follows these rules with minimal reminders.</li> <li>• Understands what rules are and that rules are there to keep us safe and to make things fair.</li> <li>• Can understand and discuss consequences of their behaviour, e.g. If I hit someone, it hurts and they are upset</li> <li>• Can understand when rules may be different and why.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence.</li> <li>• Game rules &amp; how they are different from other rules</li> <li>• Know a wide range of rules and can explaining the reasons for different rules, in different situations</li> <li>• Follows rules, as standard, given by any adult.</li> </ul>

<b>ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>	
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. (DM 3-4)</li> <li>• Make healthy choices about food, drink, activity and toothbrushing. (DM 3-4)</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (Bto5 – Band 5)</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies. (Bto5 – Band 5)</li> <li>• Can name and identify different parts of the body</li> <li>• Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (Bto5 – Band 5)</li> <li>• Can wash and can dry hands effectively and understands why this is important (Bto5 – Band 5)</li> <li>• Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body (Bto5 – Band 5)</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath (Bto5 – Band 5)</li> <li>• Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important (Bto5 – Band 5)</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (Bto5 – Band 5)</li> <li>• Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (Bto5 – Band 5)</li> </ul>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Can independently organise themselves during the day e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.</li> <li>• Can manage their own personal hygiene for example toileting. Can use the toilet independently and wash their hands well, knowing why this is important.</li> <li>• With some support can get dressed and undressed for PE sessions.</li> <li>• Can pulls zips up and down, but may need help to insert or separate.</li> <li>• Can discuss healthy food choices and takes part in a variety of exercise.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Can independently manage their own needs and organise themselves during the day; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.</li> <li>• Dress themselves without adult assistance, both in school and out of school. Takes T-Shirt and jumper on/off independently but may be back to front.</li> <li>• Can talk about healthy and unhealthy foods. Shows an awareness and understanding of the effect of what they eat on the body.</li> <li>• Fastens zip independently.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Dresses and undresses independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion.</li> <li>• Knows the importance of, and can confidently talk about, good health, a healthy diet and ways to keep healthy and safe.</li> <li>• Knows about and can make healthy choices in relation to healthy eating.</li> </ul>