

Personal, Social and Emotional Development: Managing Feelings and Behaviour

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
22-36 months	Refer to EYFS Practice Guidance for children working at this level			
30-50 months	<ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and changes in routine. 	<p>How they begin to show interest in the lives and experiences of others, for example:</p> <p>Wanting to share celebrations with others by bringing in sweets on their birthday or dates at the end of Ramadan</p> <p>How they show sympathy towards others, for example:</p> <p>comforting another child who is feeling sad and those who need support</p>	<p>Support children through unexpected changes in routine</p> <p>Support those who find it difficult to share experiences</p> <p>Model appropriate ways of showing concern for others</p>	<p>Provide a role play area resourced with materials reflecting children's family lives, communities and cultures</p>
40-60+ months Early Learning Goals	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride 	<p>How children talk about and share ideas of right and wrong in relation to themselves and others, for example:</p> <p>Johnno likes playing superman and so does Lee. They play a game where they have to capture the imaginary baddies as they have stolen the jewels from Lois Lane, locking them in a pretend dungeon. They relate a story about Rama and Sita to their game and at playtime change the game so Rama and Lakshman rescue Sita. Later Johnno creates himself a Lakshman costume using fabric in the DT area.</p> <p>Lee writes a caption 'I am Rama' and he draws an accompanying picture</p>	<p>When children want to depict religious individuals, check they are not offensive to believers. The prophet Muhammad (pbuh) should never be depicted in play, as this goes against Islamic teaching</p> <p>Support children in their superhero play in discussing and thinking about codes of behaviour and about what they consider right and wrong</p> <p>When class rules are broken or forgotten, reinforce them by reading/acting out stories from various religions using puppets / dressing up / story boards</p> <p>Encourage children to reflect on stories and relate them to events in their life</p> <p>Discuss times when we do things wrong: Why was it wrong? Were other people involved? How did they feel? When did we do something right? Why was it right? If another person was involved, how did it make them feel?</p>	<p>Stories of heroes and heroines that support moral values, such as the Buddhist Jataka tale of Yasapani or stories from the Old and New Testaments such as Daniel in the Lions' Den and the parable of the Good Samaritan.</p> <p>The Megillah (book of Esther) has a female heroine and is read during the Jewish festival of Purim</p>