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| **Personal, Social and Emotional Development: Sense of Self**  *Developing Knowledge and Skills Sequentially* | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Learns about their physical self through exploratory play with their hands and feet and movement  • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions  • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours  • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other’s faces, eyes, and mouth in play and care events  • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company | • Engage in attentive, uninterrupted play with babies when they are alert and ready.  • Provide many opportunities for babies to explore how their bodies move by giving them free play time on the firm surface of the floor.  • To support their sense of agency and autonomy, only put babies into positions that they can get into and out of themselves. For example, do not put them on their tummies until they can roll over independently.  • Listen, respond to and build on babies’ expressions, actions, and gestures, engaging in conversation with them.  • Play interactive games that help babies recognise themselves, such as finger plays and action rhymes.  • Spend one-to-one time playing, talking and looking at books that are of personal relevance together.  • Talk with babies about people and things that are special to them, such as their family members or pets.  • Offer commentary to babies about what is happening around them and what they are doing.  • Notice and acknowledge babies’ independently chosen activities and tasks, valuing their efforts as well as celebrating their achievements.  • Use care events to support a positive sense of self through respectful interactions.  • Support a baby’s confidence by being close by as they explore.  • Offer manageable choice between two things, e.g. *Would you like the blue t-shirt or the one with spots on?*  • Use familiar greetings, in relevant languages, with children, parents and each other.  • Learn from parents the baby’s usual experience of feeding, changing, sleeping and comforting before taking on these tasks yourself.  • Ensure a baby feels safe and secure whilst preparing their food, preparing to change their nappy or to go out for a walk by talking to them and providing suitable toys and/or comforters for them while they wait. | • Allow for flexibility within practice so that the routines you follow offer continuity between home and setting.  • Learn from parents/carers about each baby’s family culture, traditions and languages.  • Share knowledge about each child’s language by making a poster or book of greetings and key phrases to use  • Provide comfortable areas where parents, practitioners and young babies can be together.  • Create time at the beginning and end of each day to talk and reflect with parents about their baby’s daily needs, progress and development, with communication support for different language speakers and users.  • If appropriate, plan to have times when babies and older siblings or friends can be together.  • Place mirrors where babies can see their own reflection. Talk with them about what they see.  • Create sufficient safe space for babies to move, roll, stretch and explore.  • Provide objects and images that reflect the baby and their home.  • Provide types of food and styles of serving and eating that are familiar to each child.  • Display photos of family and other special people.  • Provide toys and open- ended play experiences that match the play interests and styles of individual babies.  • Provide play resources that reflect each baby’s home culture and that help them to make links with the smells and sounds of home. |
| 2. | • Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games  • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them  • Shows separation anxiety as they become more aware of themselves as separate individuals  • Shows an emerging autonomy through asserting choices and preferences such as different tastes  and rejects things they do not want, for example by pushing them away  • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game  • Shows growing self-confidence through playing freely and with involvement |
| 3. | • Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features - noses, hair and eyes  • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs  • Begin to use *me, you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability  • Show their growing sense of self through asserting their likes/dislikes, choices, decisions/ideas. These may be different to those of the adult or their peers; often saying *no, me do it* or *mine* | • Use play and stories to positively support toddlers’ understanding of their physical selves and social identities.  • Share toddlers’ pleasure when they do something for themselves and celebrate by sharing with others such as parents, other children or practitioners.  • Recognise a child’s growing sense of agency and respect their attempts to gain independence by giving time for doing things for themselves in routines.  • Making choices is important for **all** children. Consider, with parents/carers and other professionals, ways to provide for children with disabilities to make choices.  • Provide toddlers with opportunities to practise making choices and decisions such as when serving themselves from dishes on the lunch table.  • Support toddlers’ autonomy by involving them in the daily organisation of the home or group by setting the table, for example.  • Be close by and available to provide encouragement and support when a toddler needs it but show trust in their capabilities.  • Be aware of and alert to possible dangers, while recognising the importance of encouraging young children’s sense of exploration and risk-taking.  • Offer extra support to children in new situations where they may not understand the expectations or have confidence in their abilities.  • Recognise and value toddlers unique interests and abilities by following and building on what they show you about their play interests and preferences.  • Be sensitive to differences in attitudes and expectations amongst families and maintain a two-way communication about their values and approach.  • Recognise each child’s social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love.  • Notice your interactions with children of different genders, ethnicities or abilities; are you conveying any unconscious bias? Are you actively challenging stereotypes and assumptions? | • Create displays and photograph albums of children and the activities they have participated in.  • Encourage children to take their own photographs within the setting.  • Displays, equipment and resources are reflective of the children’s linguistic social and cultural backgrounds and those of the wider community, so there are items that are familiar to each child.  • Share observations and consult with parents on each child’s interests, dispositions, wellbeing and achievements, whatever they may be.  • Adapt the environment to support the needs of children with mobility, visual or hearing impairment.  • Plan the environment so that children’s coats, nappies, shoes and comforters are stored with labels and individual children’s photographs/names so they can access them independently.  • Provide an environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play  • Plan personalised play that follows each child’s interests and possible lines of development  • Ensure materials are easily accessible so all children have access to them and can make choices in their play.  • Provide mark making/collage materials that allow children to accurately represent their skin colour and hair type.  • Offer play experiences that are equally attractive to girls and boys and can be accessed by children with a disability in the best way they can. |
| 4. | • Knows their own name, their preferences and interests and is becoming aware of their unique abilities  • Is developing an understanding of and interest in differences of gender, ethnicity and ability  • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions  • Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves  • Is gradually learning that actions have consequences but not always those the child hopes for |
| 5. | • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers  • Is sensitive to others’ messages of appreciation or criticism  • Enjoys a sense of belonging through being involved in daily tasks  • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others  • 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 | • Celebrate each child’s uniqueness by openly talking with them about  their individual characteristics and their similarities and differences with others in a positive way.  • Value differences by showing genuine interest in and valuing all children’s contributions; by listening carefully and providing opportunities for children to be fully themselves  • Offer extra support to children when they are feeling anxious or insecure in new situations.  • Talk to children about choices they make and help them understand that this may mean that they cannot do something else.  • Show trust in young children’s abilities -showing them how to use/care for materials, letting them try and noticing when they need help; offering but not taking over.  • Be aware of and respond to the particular needs of children who are learning English as an additional language.  • Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things.  • Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning.  • Intervene when children need help and validation of feelings in difficult situations, such as prejudice or unkindness.  • Use books, stories and Persona Dolls to help children think about difference, unfairness, prejudice and discrimination.  • Notice and appreciate young children’s efforts - not just their achievement. Encourage their inner motivation rather than working just for your approval or a sticker.  • Listen carefully to young children.  • Take their ideas and opinions into account and involve them in making decisions about daily events.  • Young children with disabilities and/or learning difficulties may need  additional support in making choices and decisions, and being autonomous | • Involve parents in their children’s learning and learn about each child’s home culture from them.  • Plan regular opportunities for children to talk to their small group about something they are interested in or have done.  • Include mirrors and photographs of the children and their families and friends in the environment.  • Reflect children’s socio-cultural and ethnic backgrounds and those of the wider community in the environment, play opportunities and resources.  • Give time for children to pursue their play and learning without interruption, to complete activities such as role-play, construction, building dens and painting to their satisfaction, and to return to their activities if they wish.  • Provide experiences and activities that are challenging but achievable.  • Provide a role-play area resourced with materials reflecting children’s family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children’s knowledge and reflect an inclusive ethos.  • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.  • Provide books, stories, songs, music and other cultural artefacts that are drawn from a wide range of traditions and styles.  • Provide and engage with CPD to extend practitioner’s awareness of anti-bias practice. |
| 6. | • 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 |