|  |  |  |  |
| --- | --- | --- | --- |
| **Personal, Social and Emotional Development: Making Relationships**  *Developing Knowledge and Skills Sequentially* | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Enjoys the company of others and seeks contact with others from birth.  • Show readiness to be social through using their sensory abilities; following movement and gazing at faces intently.  • Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes.  • Responds to what carer is paying attention to, e.g. following their gaze.  • Distinguish between people, recognising the look, sound and smell of their close carer.  • They will usually calm, smile or reduce crying when they hear their carers’/parent’s voice, or smell their clothing, for example.  • Holds up arms to be picked, cuddles in and is soothed by physical touch such as being held, cuddled and stroked.  • Begin to display attachment behaviours e.g. wanting to stay near and becoming upset when left with an unfamiliar person  • Becomes wary of unfamiliar people or people they have not seen for a while. | • Offer warm, loving and consistent care in your interactions with babies and young children, making good eye contact and handling children gently and respectfully.  • Respond sensitively and quickly to babies and young children’s needs, holding and comforting each child as they need  • Learn from parents regarding caring practices at home so you can establish predictable and familiar patterns within your own interactions allowing the child to feel safe with you.  • Tune in to the meaning of babies and young children’s communications of crying, babbling, pointing or pulling and respond  with interest, watching and understanding the cues they offer so they feel acknowledged and known by you  • Notice and respect babies and young children’s signals that they no longer want to play or engage; pause and be quiet when they turn away.  • Spend plenty of time with your key children playing interactive games, finger plays and singing familiar songs that engage you both in mirroring movement and sounds, follow the child’s lead.  • Take primary responsibility for your key children’s physical care whenever you are both are present.  • Use care events to build a close relationship with babies and young children through respectful interactions and taking it slowly. Always explain what is going to happen and invite their participation.  • Be physically and emotionally available to babies and young children to provide a secure base for them to feel secure and supported intheir play and independent explorations  • Accept babies’ and young children’s need for security, allowing them to stay close by when feeling insecure or anxious. Caregivers may have to focus on regaining the baby or young child’s trust by remaining available to them constantly until they feel secure again.  • Get to know each babies’ and young child’s separation rituals and support them by being available when they are separating from and reuniting with their parents/carers  • Let your key children know where you are going, what you are doing and who they will be with, when leaving the group during the day or planning leave.  • Support babies and young children’s need to hold on to their special comfort object while playing or getting changed.  • Key persons adopt a process of inviting, suggesting and then engaging with a child in interactions and care events to enable a  cooperative relationship to develop. | • The setting offers a welcoming, calm, caring environment that is inviting and will make the babies feel they want to come and play.  • Implement a Key Person Approach, so that each child and their family have a special person to relate to and rely on.  • Continuing professional development and supervision to support attachment relationships between key persons and children in the setting  • Develop close partnerships with parents/carers, learning from their knowledge and expertise about their baby  • Admissions are phased so that only one new child starts at a time to allow them to settle in gradually.  • Ensure the Key Person Approach underpins all provision for babies including personal care events, play and daily interactions with parents/carers.  • Arrange for staff absence to be covered by practitioners who are already familiar to the children  • Allocate a secondary key person who takes responsibility for the care of babies when their key person is absent.  • The number of changes children make between groups and key person is reduced to as few as possible during their time in the setting.  • Organise working patterns and activities to allow the key person or secondary key person to be available to support babies and toddlers and their parents separating and reuniting at the beginning and end of the day.  • The day is predictable enough to give babies a sense of security but is flexible enough to respond to individual children’s patterns.  • Offer continuity and consistency for babies by the key person undertaking all their key children’s care needs; moving through each part of the bathroom, lunch and sleep routine together, rather than children moving from one adult to the next. The environment is designed so that the number of times the key person has to leave the room is limited. It helps for example, if the bathroom and feed preparation areas are en-suite.  • Group rooms are as home-like as possible and are decorated with photographs of the children’s families and other significant people, animals and places.  • There are low adult chairs that support practitioners when they are bottle-feeding babies and which also allow children to climb up onto their laps.  • Develop play opportunities centred on objects babies bring from home, as these help them to make transitions and experience continuity.  • Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage.  • Create opportunities to sing to and with babies and young children. |
| 2. | • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs  • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something  • Engages another person to help achieve a goal, e.g. to get an object out of reach  • Cooperates with caregiving experiences, such as dressing  • Builds relationships with special people  • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated  • Is wary of unfamiliar people  • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations  • Closely watches others’ body language to begin to understand their intentions and meaning  • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has |
| 3. | • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations  • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy  • Enjoys playing alone and alongside others and is also interested in being together and playing with other children  • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions  • Asserts their own ideas and preferences and takes notice of other people’s responses  • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration | • Enable children to explore by being a secure base for them; sitting close by and at their level to show that you are physically and emotionally available.  • Support a toddler’s explorations by drawing their attention to interesting things and smiling and nodding as they explore  • Support children who are new to a group by working closely with parents/carers to settle them in gradually over time, and allowing the child to stay close to you as much as they need.  • Give your full attention when young children look to you for a response.  • Be on hand to support social interactions between children.  • Model gentleness and kindness in your interactions with children  • Help toddlers to understand each other’s thoughts and needs by suggesting useful phrases, commenting on what might be going on in their minds and modelling respectful and considerate responses  during play.  • Cultivate a sense of belonging by involving all children in welcoming and caring for one another and in the shared organisational tasks of the group.  • Use mealtimes as ideal occasions for children to practice social skills by sitting together in small groups with their key person.  • Play name games to welcome children to the setting and help them get to know each other and the staff • Get to know each of your key children’s likes and dislikes and ways of eating.  • Soothe each of your key children to sleep in the way agreed with their parent and respect their individual “coming to” time.  • Allow enough time in the bathroom, at lunch and when getting ready to sleep, to support toddlers to be as autonomous as they can • Do not allow your own attitudes to food, bodily waste or dirt to make a caring time negative for a child. | • Display photographs of practitioners, so that when children arrive, their parents can show them who will be there to take care of them.  • Support children who are new to a group by gradually settling them in over time so they can get to know the people, the environment and the routines.  • Plan times for children to be with their key person, individually and in their key group.  • Plan routine care events to support the development of close relationships between the key person and child and to support children’s friendships  • Ensure that group times for toddlers are small, short and active and are in a familiar space with a familiar adult.  • Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.  • Provide opportunities for toddlers to play alone, alongside and with others.  • Provide duplicates of favourite items to reduce competition and conflict.  • Provide matching items for children and adults to mirror each other in play, e.g. two identical musical instruments.  • Provide resources that promote cooperative play between two children such as a double sized easel or a truck two children can ride.  • Ensure many opportunities for outdoor play where toddlers can be together without competing for space |
| 4. | • Builds relationships with special people but may show anxiety in the presence of strangers  • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult  • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it  • Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like  • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.  • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest |
| 5. | • Seeks out companionship with adults and other children, sharing experiences and play ideas  • Uses their experiences of adult behaviours to guide their social relationships and interactions  • 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  • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers  • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play | • Continue to provide children with a secure base for them to return to and to explore from by being available if needed • Offer a warm and consistent presence, spending time playing and being with children in 1:1 and small groups as well as in the whole group  • Show that you keep children “in mind” by referring to things you have noticed in their play or something that reminded you of them in some way • Model the key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions.  • Provide positive feedback during play, noticing and acknowledging children’s thoughtfulness towards each other.  • Support young children’s efforts to join in with others’ play and inviting others into their play.  • Use different resources such as social stories and Persona Dolls to help children to develop strategies for building and maintaining relationships.  • Offer calm and considered support for children as they experiences conflict with their peers. Use a problem-solving approach; *You are* *fighting because you both want the blue bike, what can we do about* *this?* • Pause before intervening in children’s arguments to allow children time resolve issues if they can • Recognise and respect children’s particular friendships.  • Notice and celebrate young children’s valuable contributions to their relationships with others, e.g. to younger children, new children or new practitioners.  • Shy children or some with social and emotional difficulties may be anxious when interacting with peers. One-to-one or smaller group encounters in a familiar, cosy space can help a child to build confidence. | • Provide stability in staffing, key person relationships and in grouping of the children.  • Plan opportunities for children to spend time with their key person, individually and in small groups  • Create opportunities for children to get to know everyone in the group.  • Plan the environment to create spaces for children to play alone, alongside or with others as they choose.  • Provide time, space and open-ended materials for children to collaborate with one another in different ways, for example, in block play.  • Provide play activities that encourage cooperation and collaboration, such as parachute activities and ring games.  • Choose books, puppets, and dolls and small world play that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying, *You can’t play.*  • For young children who are finding it hard to make relationships in the group, develop other situations such as a forest school activity or a creative arts project that may be more encouraging. |
| 6. | • 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  • Proactively seeks adult support and articulates their wants and needs ably  • 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 |