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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: MAKING RELATIONSHIPS** | |
| **EXCEEDING**  Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to play group games and what the rules are | * Introduce a wide variety of group games and practise playing them, adhering to the rules * Encourage children to devise their own group games and rules * Provide simple board games and games children can play together, such as dominoes or snap! |
| How to accept other points of view and resolve disagreements | * Encourage children to become more independent in solving disagreements by thinking about the viewpoint of others and considering what is fair |
| What bullying is | * Read stories that touch on bullying, and talk about them |
| **ELG**  Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to play co-operatively and take turns | * Model and encourage taking turns in play, in simple games and during circle time * Support children in developing this as they play * Where necessary, provide support for turn-taking, such as the use of sand timers |
| How to accept different ideas about how to organise an activity | * Support children in accepting different ideas as they play * Vary activities to give children opportunities to organise and plan * Encourage children to talk about what they are doing and different ways of doing things |
| How to form positive relationships with adults and other children | * Form positive relationships with children through talk, play, support, etc. in different contexts including in a small group and individually * Use the rainbow system to promote and reward kind words and actions * Create cosy areas where children can sit and chat * Provide resources that promote co-operation, e.g. a big ball to throw to each other or large construction materials, and plan collaborative activities e.g. parachute activities * Support children in developing positive relationships with each other as they play, and praise kind behaviour * Talk about what makes a good friend, and read stories about friendship and kindness * Provide opportunities for children to get to know everyone, not just their closest friends * Continue to talk about feelings * Challenge negative comments towards peers/ adults * Provide extra support for children who are struggling to make friends |