

# Parent Guide



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We are excited to share this content with you. If you are interested in finding more resources made especially for Parents, then check out these links to different areas of the **Twinkl Parents** hub.

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## What is this resource and how do I use it?

Part of a detailed series of resources on 'Supporting Your Child's Learning in Reception', this parent guide gives you an overview of the personal, social and emotional development (PSED), early learning goals, information on how your child may be taught PSED at school and practical, fun ideas for how you can support them with their PSED skills at home.

## What is the focus of this resource?

EYFS Framework

Supporting Your Child

Reception

PSED

## Further Ideas and Suggestions

Twinkl Parents Hub has lots of resources to help you support your child at home, whether you want to help them with **Making Relationships**, **Supporting Feelings and Behaviour** or work on developing those **Little Life Skills** that make a big difference.

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# Personal, Social and Emotional Development (PSED)

## What is personal, social and emotional development?

Personal, social and emotional development (PSED) is an essential part of the early years curriculum. PSED skills underpin children's development in all other areas and your child may struggle to learn in the school environment if they have not developed the appropriate social and personal skills. Part of this area is being able to adapt behaviour and actions to different situations - your child is not expected to sit smart and quiet all of the time! Equally, they are learning how to make relationships and working out different social situations, which is an ongoing process.

In early years, PSED is one of the specific areas of learning and there are three aspects within it:

**Self-Regulation**

**Managing Self**

**Building Relationships**

The following pages contain more information on each early learning goal and how you can support your child to meet this end of year expectation at home. Visit these areas on the Parents Hub for amazing resources to help you make learning at home fun!

**Making Relationships**

**Supporting Feelings and Behaviour**

**Little Life Skills**

## How will my child be taught PSED in school?

Every school is different so it's best to talk to your child's teacher or look on their website for more information. PSED is quite special as it's taught all the time, through how teachers respond to situations, how problems are solved, the routines that are established and the expectations of your child.

Schools may have 'circle time' or special sharing times where they explicitly talk about some of the elements of PSED through activities such as sharing social stories or talking about feelings. This is important, of course, but your child will mostly learn to regulate their emotions, manage needs, become independent and build relationships through copying behaviours and practising. They will make some mistakes! Try and remember that mistakes are a very important part of the learning process.

# Self-Regulation

Please remember, the early learning goals are the expectation for the end of reception. Your child will be working towards these throughout the year, gradually building on their skills. They don't have to be able to do everything all at once!

## How can I support my child at home?

- Demonstrate to your child how you deal with your feelings, for example, 'I'm feeling angry right now and I need to calm down, so I'm going to...'
- Create a bank of ideas of things that can make people feel better. Talk to other family members about what makes them feel better.
- Where possible, praise your child's positive behaviour and ignore negative. When you need to reprimand your child, explain what it is they have done and why it is not acceptable.
- Share books and stories about characters showing different behaviour. Discuss 'goodies' and 'baddies' and their characteristics. Any story can be used for this – just think of the Big Bad Wolf! Below is a list of books dealing specifically with feelings and behaviour.
- Show how people resolve conflict during pretend play with your child. Act out imaginary conversations between puppets/dolls/teddies, showing typical things that children argue about, such as both wanting the same toy. Discuss how these problems can be solved.
- Use your collection of faces and emotions (see Building Relationships information) to talk about what might make us feel happy, sad, angry etc. If your child struggles with changes to routine, use picture cards and a Now/Next Visual Aid to help them to see what is coming.
- Discuss 'rules' at home. Perhaps work with your child to develop a set of rules and discuss why rules are needed – to keep us safe, help us to get along, help us to manage difficult feelings.
- Don't immediately stop a conversation with someone else if your child interrupts you (it can be harder than you think!). Perhaps hold their hand and say, 'One minute', then give them your full attention when you are ready. This teaches them to wait for what they want but also models how to give attention and listen to someone else.
- Encourage good manners, including looking at people who are talking and responding even if engaged in another activity.
- Set goals that are achievable but also provide some motivation for your child. Do they really want to get a reading award at school? Make a plan together about how they can get that and help them learn that they need to stick at it! Remember, being disappointed occasionally actually helps with this and is a normal part of life.

## Early Learning Goal

Children at the expected level of development will:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

# Self-Regulation

## Great Books about Feelings and Behaviour

- 'Rude Mule' by Pamela Duncan Edwards
- 'Teeth Are Not for Biting' by Elizabeth Verdick
- 'Feet Are Not for Kicking' by Elizabeth Verdick
- 'Hands Are Not for Hitting' by Elizabeth Verdick
- 'Pom Pom Gets the Grumps' by Sophy Henn
- 'It's Okay to Be Different' by Todd Parr
- 'The Heart and the Bottle' by Oliver Jeffers

## Managing Self

### Early Learning Goal

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.

### How can I support my child at home?

- Share books that talk about confidence and self-awareness – there are a few ideas above. Whilst reading, talk about the characters' feelings and why they responded and reacted in the way they did.
- Let your child have a go! They need to learn to manage risks and solve problems and the best way to do that is to have a try. So, let them try on the balance beam and work out that they need to go slowly for themselves.
- Resist the urge to talk negatively about yourself, e.g. 'I won't be able to do that, I'm rubbish at...'. Children learn from what they see and hear around them.
- Teach your child to feel good about their success for its own sake rather than the promise of a reward. Value their effort and how hard they tried.
- Teach your child to look after their belongings and tidy up after themselves, then trust them to do it independently.
- As soon as you feel it is appropriate, teach your child to go to the toilet independently, including adjusting clothing so it doesn't get splashed, wiping correctly and thoroughly, flushing properly and washing hands.
- Hands off! Resist the temptation to 'do everything' for your child. A child who is able to dress and undress and go to the toilet independently is likely to be more settled and confident at school.
- Teach dressing and undressing. Start with one garment at a time and practise with that. Choose clothes which don't have lots of tiny buttons or fasteners, and which have loose, comfortable necks and sleeves. If your child struggles with dressing, try leaving them one small step to complete, such as pulling up a zipper, to build their confidence.

# Managing Self

## Great Books about Perseverance, Right and Wrong and Hygiene

'Giraffes Can't Dance' by Giles Andreae

'The Girl Who Never Made Mistakes' by Mark Pett

'The Lion Inside' by Rachel Bright and Jim Field

'Willy the Wimp' by Anthony Browne

'The Squirrels Who Squabbled' by Rachel Bright

'What If Everybody Did That?' by Ellen Javernick

'Asha's Potty' by Twinkl Originals

'Asha's Bedtime' by Twinkl Originals

## How can I support my child at home?

- Let's talk! Talk about how we keep ourselves healthy. Discuss why we use sun cream, why we sometimes need to take medicine and teach your child good handwashing skills to protect them from all the bugs they will meet at school.
- Do active things as a family. For example a walk, bike ride or trip to the swimming pool. Talk about how keeping active keeps us healthy.
- Talk about rules and why we have them. A good example is bedtime - children can often find it hard to understand why they have to have one! You can talk about how bedtime is a rule to help them stay healthy and happy. Twinkl Originals eBook '[Asha's Bedtime](#)' is a great tool to help with this.
- Prepare your child for different situations and events. Show them pictures of new places if you can and explain expectations for when they are there, e.g. being quiet and walking in the library.

## Building Relationships

### How can I support my child at home?

- Show what a good conversation looks like when talking with other people in your family, for example, turn taking, listening and making eye contact.
- Make time to talk with and listen to your child, again showing good listening and responding skills.
- Show what positive relationships look like within your family – this includes showing how you resolve conflict!
- Resist the temptation to tell your child to fight back if someone hurts them at school. Teach instead that it's okay to tell an adult, who will then help to sort out the problem.

### Early Learning Goal

Children at the expected level of development will:

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

# Building Relationships

## How can I support my child at home?

- Play games and plan activities that require turn taking, sharing and an idea of winning and losing. For example, a simple board game, painting pictures together, or playing a game of catch.
- Encourage your child to play and interact with other people - both adults and children. For example, let them talk to the cashier at the supermarket or the waitress in the restaurant.
- Collect pictures of faces displaying different emotions and help your child to label them e.g. 'happy', 'sad', 'angry'. This will help your child to recognise these emotions in others and respond appropriately. You could try this [Emotional Faces Hunt and Collage Activity](#).
- Encourage your child to have contact with other children outside of school, through play dates, for example.
- Don't micromanage your child's interactions with friends but perhaps discuss afterwards if you saw anything that caused a problem.
- Share books that teach how to make good relationships. There are a few great ideas at the end of this section. Whilst reading, talk about the characters' feelings and why they responded and reacted the way they did.
- Use puppets or dolls to recreate situations during imaginary play with your child. For example, what to do if you want to play with someone or how to respond if someone hurts you.

## Great Books about Relationships and Friendship

'The Snail and the Whale' by Julia Donaldson

'Sharing a Shell' by Julia Donaldson

'Room on the Broom' by Julia Donaldson

'Where Bear?' by Sophy Henn

'Charlie's Checklist' by Rory S. Lerman

'Julian Is a Mermaid' by Jessica Love

'You're All My Favourites' by Sam McBratney

'Meesha Makes Friends' by Tom Percival

This area of learning can be very challenging for some children as they are still very young and controlling your emotions can be a big task - for adults as well as children! Be patient and model the behaviours and responses you'd like from your child as much as possible. You don't need to be perfect (no one is!) but you are their biggest role model.

**Disclaimer:** We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.