



Developing self-esteem, independence and emotional resilience in our children.

Emotional resilience and self-esteem

Resilience is the ability to bounce back from challenges and overcome failure. Here are some tips that you may find useful in helping your child to be emotionally resilient. They all need lots of practice from both you and your child!

Do	Do say	Don't	Don't say
Praise effort rather than result.	I'm so proud of how hard you are trying and how much you are learning.	Praise their intelligence and talents as if they are fixed.	You must get 10/10 – it's the only result that matters because you are so bright.
Help your child realise that mistakes are part of learning and you only learn by making mistakes and sticking at it until you can make progress.	Did you make any good mistakes today? How did you learn from them? What did you do today that made your brain grow? How did you help someone else stretch their brain power?	Get upset if they can't do it- and show you think they are useless.	You've just read that word, why can't you read it on this page?
Show growth mindset yourself by sometimes getting it wrong on purpose and showing how you learn from it.	I'm finding it really hard to learn a few Spanish phrases for the holiday but I'm going to stick at it!	Demonstrate you are stuck in your ways and nervous about learning new things.	I don't do foreign languages... I'm no good at maths, it's too hard. I was never any good at maths at school, you get that from me!
Praise your child for specific achievements and persistence.	I'm impressed with how you have found a new way to understand algebra. You stuck at it and I'm so proud. This is your personal best!	Only praise when they get it all right.	You've only done 5! I thought you could have done at least 10!
Help your child choose challenging tasks that stretch them even if they may not get everything right.	Isn't it exciting when you are working really hard on something and you eventually get it!	Advise them that they don't have to do anything they don't want to.	It's not fair if you get it wrong, your teacher should help you more.
Teach your child to label emotions such as disappointment, frustration anger etc.	Let's talk about how you are feeling and why that might be? Sometimes I feel ... when ... happens.	Advise them to hit out if someone has upset them.	If someone has upset you it's ok to show you are angry and hit them.
Encourage your child to give their opinion on things and develop an awareness of other people's perceptions.	I hear what you are saying. I think ... What do you think? What might others think?	Get into an argument of right vs wrong.	No that's wrong! This is right!
Help your child to know who to go to when they face setbacks.	When I was your age I talked to... my parents/my family/my friends/ my teacher/ my LSA to help . It's good to have people we can count on!	Expect your child to manage without the help of others.	When I was your age I didn't tell anyone I just got on with it!

Independence

You may find the skills below a useful guide to work towards developing your child's independence. Your child will need lots of support and encouragement from you in order to reach these milestones.

By the end of EYFS	By the end of Year 1	By the end of Year 2
I am proud of myself and my achievements		
I use the toilet, remember to flush and remember to wash my hands with soap.		I remember to take home and bring back my book bag, communication book, lunch box and my water bottle every day and I can refill it myself.
I can say simply how I keep healthy (brush my teeth/ wash/ bathe/ drink water/eat fruit and vegetables/exercise)		
I can get myself dressed and undressed quickly and put my clothes in a pile.	I dry myself well after a bath.	
I bring myself into the classroom without an adult. I can hang my coat up; put my book bag and water bottle away independently.		
I can put my shoes on the correct feet and fasten them without help. (Velcro not laces)	I am learning to tie my shoe laces.	I can tie my tie and my own shoe laces.
I use a knife and fork for all meals. (Not my fingers) and am beginning to cut up my own food.	I can cut up my own food into bite sized chunks. I can place my cutlery together to show I have finished eating. I can scrape my own plate.	I know my left and right. I can lay the table placing cutlery in the correct place.
I hold scissors correctly and safely. I can cut along a line and cut out a simple shape.	I can use scissors to cut a circle accurately. I can use a ruler to underline my work and draw a straight line of a given length in cm. I know that I start at 0 not the end of the ruler when I measure.	
I can hold my pencil correctly and write my name and other familiar words.	I can check that my letters are the correct way round and of a consistent size and I am beginning to join my letters. I can write my full name from memory.	I form all my letters correctly and I am able to join most letters.
I can make a choice when asked to choose between 2-4 items.	I can make a choice and help make family decisions from a few options.	I know when there is a choice to be made and it is not always appropriate for me to make it.
I can say what I like and dislike.	I can say what I like and dislike and give a reason why.	
I can follow simple instructions.	I can follow a 2 part instruction.	I can follow a 3 part instruction.
I can take turns when playing a board game.	I take turns when playing a game and accept I will not always win.	I can share and I can negotiate with others in play.
I am beginning to solve problems without aggression and negotiate with some adult guidance.		I am beginning to solve problems and can take account of the views of others' with some adult guidance.
I can say when I do/do not need help. I can accept changes to routine. I can take account of others' ideas in my play and group work.		
I say "please" and "thank you" without being reminded.	I say "please", "thank you" and "excuse me" automatically.	I hold doors open for other people without being reminded.
I use titles e.g. "Miss..." "Mr..." etc. when speaking to or about adults		
I am aware there are rules and expectations and am beginning to follow them with adult support.	I follow the rules and know the expectations and understand there will be a consequence if I do not.	
I know the first line of my address and the town I live in. I can say (simply) how I keep safe. I know where to go and who to ask for help if I am lost.		I know my full address, my parents' names and home phone number.
I am beginning to understand how my actions affect other people.	I can adjust my behaviour between different situations. I understand that my actions affect other people.	
I can name some feelings and emotions.	I can name how others' might be feeling when looking at a photo.	I can recognise and name a wide range of feelings and emotions
I can answer Who? What? Where? Why?	I can justify my answers and I am beginning to make inferences.	I can make inferences.
I can write simple sentences which can be read by myself and others.	I can write in simple sentences and use joining words such as: and, but, then, so.	I can read back what I have written and make changes to grammar and punctuation (purple polishing).
	I know the days of the week and the months of the year in order.	I can give dates for key annual events e.g. my birthday I know my date of birth.

Independence

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By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
I am proud of myself and my achievements.			
I remember to take home, bring back and organise my book bag lunch box, my water bottle and communication book (and hand it to my teacher if there is a note). I can carry everything myself.		I take responsibility for completing my own homework. (without being nagged at home!)	I take complete responsibility for completing my own homework. (without being nagged at home!)
I put my PE/swimming kit into my bag when changing and remember to bring it to school on the correct day.		I take responsibility for finishing my homework on time. I ask adults at home to help me only when I am stuck.	
I can tie my own school tie and tie a bow behind me e.g. an apron	I can trim my own work using a trimmer or scissors.		
I can use a sharp knife with close support.	I am beginning to use a range of utensils and tools safely with supervision.	I am able to use a wide range of tools and utensils independently. I can thread a small needle.	
I know when it is appropriate to put on or take off my jumper/ coat at playtime and lunchtime.			
I can join handwriting and am able write in a clear script.	I use joined handwriting for all writing except where special forms are required.	I can write legibly, fluently and with increasing speed.	
I can tell the time using an analogue and digital clock to the nearest minute.	I can read and convert time between analogue and digital 12- and 24- hour clocks.	I can solve problems such as working out journey times using timetables.	
I know my most of my times tables.	I know all my times tables to 12 fluently.		
I can write my full name and address correctly.			
I can proof read my work and identify incorrect key spellings.	I can proof read my work and correct my spellings and content or mistakes when asked to.	I automatically proof read my work and correct my spelling and punctuation mistakes.	I automatically proof read my work and make improvements to it several times before I am happy with it.
I am beginning to solve social problems and can take account of the views of others' with some adult guidance.	I am beginning to draw a line and move on after a negative incident. I am beginning to take account of different viewpoints.	I am able to take account of different viewpoints.	I am able to evaluate and respect different viewpoints.
I can recognise and am beginning to understand others' emotions and feelings in everyday situations I am able to manage negative emotions in a safe manner.		I am beginning to be empathic and sympathetic when I am involved in others' emotional experiences.	I am able to be empathic and sympathetic when I am involved in others' emotional experiences.
I am able to articulate and justify answers, arguments and opinions.		I am able to give the pros and cons when facing difficult situations to help with decision making.	
I am beginning to articulate what my responsibilities are.	I am able to articulate what my responsibilities are.	I am able to take responsibility for my own tasks.	
I am able to answer questions about where I would go for help. I can seek help rather than continue alone.			
I can ask questions to extend my knowledge and understanding. I understand idioms such as "turning over a new leaf" I can begin each day with a fresh start.			