



## The Laurels Primary School – EYFS Progression of Skills – Personal, Social, Emotional Development



What the educational programme says about Personal, Social and Emotional Development						
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
Aged 3-4 (on entry and during Autumn 1 depending on starting points)	In Reception (Following ‘typical development’)			End of KS expectations		
	Autumn	Spring	Summer			
<b>Building Relationships</b>	Become more outgoing with unfamiliar people, in the safe context of their setting. I can show more confidence in new social situations. I can play with one or more other children, extending and elaborating play ideas. - Stay and Play sessions and settling into school will enable the children to develop confidence and positive relationships in new situations.	Build constructive and respectful relationships. As children settle in they will make new friends and understand how to show respect and positive attachments with staff in school.	Begin to form relationships with staff outside of the Reception classroom and attend assembly on Friday to feel like part of the wider school.	Begin to prepare for transition to Year 1 and build relationships with Year 1 staff.	<b>Building Relationships ELG Children</b> 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.	
<b>Self Regulation</b>	Find solutions to conflicts and rivalries with adult support. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Ask for help when they need it. Invite others to join in with their play and begin to solve conflicts with support. Take turns using taught routines e.g. signing up for a turn on the bikes and using the sand timer.	Show resilience and perseverance in the face of challenges, for example when using PE equipment, building structures and riding a bike as well as writing with increasing independence.	Wait for their turn and independently find ways to share, take turns and manage conflicts. Know when and how to ask for help if they cannot solve a problem.	<b>Self-Regulation ELG Children</b> 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.	
<b>Managing Self</b>	Develop appropriate ways of being assertive. Begin to talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Understand gradually how others might be feeling. Think about the perspectives of others. Books such as ‘Ruby’s Worry’ and ‘Perfectly Norman’ and ‘Owl Babies’ will be used to invite children to talk about the feelings of others, and their own feelings in similar situations,	Express their feelings and consider the feelings of others. Teachers will model saying ‘I feel sad when you...’ or ‘Stop that, I don’t like it when...’ Revisit The Colour Monster and explore feelings in the key texts.	Identify and moderate their own feelings socially and emotionally. Model and co-regulate managing frustrations through the Learning for Life curriculum. Model deep breathing and other calming strategies.	<b>Managing Self ELG Children</b> 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.	
<b>Managing Self</b>	Be increasingly independent in meeting my own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Sometimes make healthy choices about food, drink, activity and toothbrushing.	I can manage my own personal hygiene needs such as wiping and flushing after using the toilet, handwashing after using the toilet or sneezing, or being outside, and before I eat. I can put on my own coat, jumper, hat, gloves and boots. I know what to do if I am hot, cold, thirsty or hungry using the rolling snack system and making use of jumpers, wellies and waterproofs that are available.	Talk about the importance of exercise in PE and everyday activities. Choose which ways they like to be active and talk about changes in their body when they exercise. Make healthy food choices, trying new fruits and vegetables and talking about why these foods are important e.g. eggs, beans and meat help my muscles to grow. Milk and cheese are good for my teeth.	Say which foods will help them to have strong teeth and which foods can damage them. Know about sensible amounts of ‘screen time’ and when to switch off. I know who to talk to if I see something on a screen that scares, worries or upsets me. Know the importance of going to bed on time. Talk about being a safe pedestrian. This will be delivered through the ‘Learning for Life’ curriculum.		
<b>Managing Self</b>	Select and use activities and resources, with help when needed. Achieve a goal that they have chosen, or one which is suggested to me.	Choose activities which interest them and can begin to set themselves a challenge with support e.g. building a tower taller than me or finding a way to build a bridge for the Billy Goats Gruff.	Choose to take part in a ‘challenge’ which enables them to progress in their learning such as writing a speech bubble or finding ways to make 10 using different resources. Tidy up independently, putting resources away when they have finished using them.	Be confident about the transition to Year 1, taking part in sports day and going on school trips. Manage changes to routines and challenge themselves in their learning.		

	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind me.	Follow the classroom rules for 'STAR'; sitting, lining up and walking around the school, using prompts and visual reminders. Follow our daily routine using the visual timetable.	Follow rules without much prompting, and model expected behaviour to others.	
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