

EYFS Progression of skills – Personal, Social, Emotional Development

SELF-REGULATION

Three- Four Years . Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. . Develop appropriate ways of being assertive. . Talk with others to solve conflicts. . Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. . Begin to understand how others might be feeling. Birth to three is in purple		Reception . See themselves as a valuable individual. . Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others			PSED- ELG . Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED. • 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. PSED.				
Managing own emotions and feelings	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy".	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG		
Understandings others emotions and feelings	I engage with others, including to reach my own goals.		I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g. going to children who are upset and respond accordingly to the other person's needs or wants.		I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG		
Behaviour	I can find a way to cope when my parent leaves me.	I am growing in independence, but this can lead me to become frustrated.	I am developing my control and am beginning to turn take and impulses to push or hurt others.	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG

MANAGING-SELF

<p>Three- Four Years</p> <ul style="list-style-type: none"> ✓ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ✓ Develop their sense of responsibility and membership of a community. ✓ Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. 		<p>Reception</p> <ul style="list-style-type: none"> ✓ Show resilience and perseverance in the face of challenge. ✓ Manage their own needs. 			<p>PSED- ELG</p> <ul style="list-style-type: none"> ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG 		
<p>Understanding myself, my preferences and emotions.</p>	<p>I can say what I want e.g. asking for a toy.</p>	<p>I can make simple decisions for myself</p>	<p>I have a preference when playing e.g. small world or outdoors.</p>	<p>I am showing resilience in the face of challenges e.g. doing up my zip</p>	<p>I am confident when trying new activities. PSED.MS.ELG</p>	<p>I show perseverance in the face of challenge. PSED.MS.ELG</p>	
<p>Following rules</p>	<p>I talk about my emotions e.g. what has made me happy or sad.</p>	<p>I am becoming more responsible.</p>	<p>I am following the rules of my setting with reminders.</p>	<p>I can explain the reasons for why we have rules. PSED.MS.ELG</p>	<p>I can explain the reasons for why we have rules. PSED.MS.ELG</p>	<p>I know right from wrong and I try to behave accordingly. PSED.MS.ELG</p>	
<p>Managing my needs and feelings.</p>	<p>I can express my needs e.g. Saying I am hungry.</p>	<p>I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.</p>	<p>I am managing my own needs more frequently.</p>	<p>I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG</p>	<p>I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG</p> <p>Seeks support 'emotional refuelling' and practical help in new or challenging situations.</p>		

BUILDING RELATIONSHIPS

<p>Three- Four Years</p> <ul style="list-style-type: none"> ✓ Become more outgoing with unfamiliar people, in the safe context of their setting. ✓ Show more confidence in new social situations. ✓ Play with one or more other children, extending and elaborating play ideas. ✓ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>Reception</p> <ul style="list-style-type: none"> ✓ See themselves as a valuable individual. ✓ Build constructive and respectful relationships. ✓ Think about the perspectives of others. 	<p>PSED- ELG</p> <ul style="list-style-type: none"> ✓ Work and play co-operatively and take turns with others. PSED.BR.ELG ✓ Form positive attachments to adults and friendships with peers. PSED.BR.ELG ✓ Show sensitivity to their own and to other's needs. PSED.BR.ELG
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Confidence	I am beginning to have confidence in myself. I am playing on my own and with others.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG
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Friendships	I have created attachments in school to peers and adults.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play cooperatively, including turn taking, with others. PSED. BR. ELG Seeks ways to manage conflict through holding back, sharing, negotiation and compromise.
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Other's and their feelings.	I am building friendships with others. (Birth to three)	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs. PSED. BR. ELG Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
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<p>READINESS FOR YEAR ONE:</p> <ul style="list-style-type: none"> ✓ Knows right from wrong and can explain why it is important to have boundaries and routines ✓ Working and play co-operatively and taking turns with others ✓ Recognise and show sensitivity to their own and others needs ✓ Recognise similarities and differences between themselves and others ✓ Managing their own personal hygiene and basic needs ✓ Shows an understanding of their own feelings; and those of others ✓ Being to regulate their behaviour ✓ Shows an understanding of how to stay safe in a range of common situations. ✓ Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers).
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