



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.			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.S-R.ELG • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG • 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.S-R.ELG			
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		
Understanding 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		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 						
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.		I can make simple decisions for myself		I have a preference when playing e.g. small world or outdoors.		I am showing resilience in the face of challenges e.g. doing up my zip		I am confident when trying new activities. PSED.MS.ELG		I show perseverance in the face of challenge. PSED.MS.ELG					
Following rules	I talk about my emotions e.g. what has made me happy or sad.		I am becoming more responsible.	I am following the rules of my setting with reminders.		I follow rules without reminders.	I can explain the reasons for why we have rules. PSED.MS.ELG		I know right from wrong and I try to behave accordingly. PSED.MS.ELG							
Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.		I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.		I am managing my own needs more frequently.		I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG		I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG							

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 				
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			



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 co-operatively, including turn taking, with others. PSED. BR. ELG
Other's and their feelings.	I am building friendships with others.	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	

READINESS FOR YEAR ONE:

- 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).