The Rivers CofE Academy Trust Progression in Learning Framework – Personal, Social and Emotional Development

EYFS Statutory Educational Programme

The curriculum needs to include:

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.

Knowledge	Skills
Know how to keep healthy and look after their bodies ***Can name feelings and emotions*** ***Knows how to manage emotions*** ***Know about goals and how to set them*** ***Know how to form friendships***	***Communicate feelings and emotions form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs, able to self-regulate***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
Realise that their actions have an effect on the world, so they want to keep repeating them Make independent choices. Do things independently that they have been previously taught Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences you bring to their attention	Participate in routines Begin to predict sequences because they know routines Show goal-directed behaviour Use a range of strategies to reach a goal they have set themselves Begin to correct their mistakes themselves Keep on trying when things are difficult	Review their progress as they try to achieve a goal. Check how well they are doing Solve real problems Make links between ideas Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
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 where appropriate** **Give focussed 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**	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**	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 others' needs**

Progression in Learning - Small steps Nursery to KS1							
	Pre-School (3-4 Year Olds)			Reception			Interface with KS1
Self Regulation	Expresses self aware emotions eg pride, embarrassment, and a wide range of other feelings	Expresses a wide range of feelings in their interactions with others	Expresses a wide range of feelings including excitement, anxiety, guilt and self-doubt Can sometimes say what has made them feel that way	Can identify a wide range of emotions – cross, worried, calm etc Can say what has made them feel that way	Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Can understand their own feelings Can identify some ways to distract self and self-regulate emotions, with some adult support eg holding back, sharing, negotiation and compromise	Shows independence in identifying and talking about emotions and can self-regulate most of the time
	Recognises 'uncomfortable' feelings and is beginning to understand they can manage these	Is beginning to be able to manage 'uncomfortable' feelings appropriately	Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support	Can identify when someone is doing something that makes them uncomfortable and is beginning to communicate this	Begins to set own boundaries	Can set own boundaries and is mostly able to respect the boundaries of others	Respects the boundaries, wishes and feelings of others
	Is beginning to be able to move away from chosen activity with adult support Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes	Can sometimes move away from chosen activity, with some adult support Takes part in adult led practical challenges (1:1 / small group) for a few minutes	Is able to move away from chosen activity with some adult support Is beginning to take part in adult led practical challenges in a small group	Is able to take part in adult led practical challenges in a small group	Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed	Is able to give focused attention in adult led sessions Is able to direct attention as necessary in a range of contexts	Works in more extended adult led, whole class sessions, as well as in small groups
	Is beginning to recognise some feelings in others	Is beginning to understand how others might be feeling	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants	Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed	Can recognise when and how they need to respond to a friend, showing sensitivity when needed	Thinks about the perspective of others Understands others' feelings, offering empathy and comfort	Thinks about and is able to talk about the perspective and feelings of others
	Can seek support from a trusted adult	Can explain what they do and don't like doing	Can identify what they need help with and seek support from an	Can explain what they are good at and	Can understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual	Has respect for self

			adult or another child	what they need to get better at			
	Listens to others with interest, sometimes distracted by other things	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important Can usually respond appropriately even when busy	Can listen out for instructions while busy with something else Can respond appropriately even when busy with something else	Can concentrate on the person talking and ignore background noises etc, not relevant to the situation
	Follows a simple instruction eg fetch both of your yellow socks	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, get your lunchbox and sit at the red table with Sarah	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
anaging Self	Is confident in accessing a range of familiar resources independently Is becoming aware of their own unique abilities	Confidently accesses favourite resources and experiments with new learning, sometimes with adult support Enjoys a sense of belonging by being involved in daily tasks	Selects and uses a range of resources independently Shows confidence and self esteem through being outgoing towards people, taking risks and trying new things/social situations	Is confident in selecting from a wide range of activities and resources, usually independently Is willing to try new challenges	Seeks out opportunities to try new things Has a clear idea about what they want to do and how they want to go about it	Knows what they need to carry out their intended activity Can describe their competencies, what they are getting better at, describing themselves in positive but realistic terms **ELG: Self-Regulation** 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 where appropriate Give focussed 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	Chooses and uses appropriate resources to support learning Works independently

	Shows some satisfaction in what they have achieved through body language or talk	Is beginning to understand and work towards a simple goal and shows an awareness when this is achieved	Understands and works towards a simple goal and celebrates its accomplishment	Is developing resilience, trying to do something difficult which they want to achieve	Persists and perseveres to reach their intended goal Is usually able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge Is able to wait for what they want	Perseveres in a range of self-chosen and directed task and shows resilience
	Is beginning to understand right and wrong in the setting, with adult modelling	Can understand any negative behaviour choices they have made	Can increasingly follow rules independently Usually knows what is right and wrong	Is aware of, and follows, rules in the new setting, and knows why rules need to be followed	Knows what is right and what is wrong and usually behaves accordingly	Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Follows rules; knows right from wrong, behaving accordingly
	Knows when they are tired, hungry Can attend to toileting and handwashing needs with adult help	Can usually tell adults when they are tired, hungry Can attend to toileting and handwashing needs, sometimes with adult help	Can tell adults when hungry, full up or tired, or when they want to sleep, rest or play Can usually attend to own toileting needs Can wash and dry hands effectively and understands why this is important	Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs	Usually accepts having to wait for a short time for needs to be met	Expresses personal needs Can accept having to wait a short time for needs to be met Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important	Confidently expresses own needs and accepts delay for needs to be met
	Is beginning to dress self with adult help	Dresses self with adult help	Dresses with help eg puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper	Dresses self Pays regard to the order clothes need to be put on	Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer	Dresses independently Supports friends to dress if they need help e.g. in role play	Dresses self to suit the environment and situation
	Enjoys a range of familiar foods Feeds self competently	Enjoys a range of familiar foods and is willing to try some new foods	Has begun to understand that some foods are especially good for them eg fruit, milk	Expresses likes and dislikes in food Is beginning to understand that some foods are less healthy than others, but can	Eats a healthy range of foodstuffs and understands the need for variety in food Understands that some foods are less healthy than others but can be eaten in moderation	Understands the importance of making healthy food choice in their diet **ELG: Managing Self** Children at the expected level of development will: **Be confident to try new activities and show independence, resilience and**	Understands what a 'balanced diet' is

				be eaten in moderation		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	
Relationships	Shows an interest in other children and adults and seeks out others to share experiences	Can play alongside a friend, aharing experiences Seeks companionship from adults and other children Asks a trusted adult for help where there is a conflict	Can play in a pair/three, extending play ideas and shared experiences Looks to a supportive adult for help in resolving conflicts with peers Shows kindness to others having experienced this themselves	Can work in a pair or three to solve a problem with some adult support Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations	Can solve problems co-operatively, resolving most conflicts themselves Has developed some appropriate ways of being assertive Is developing skills of negotiation and compromise, with some support	Uses what they have learnt about social interactions from close adults, in play and in relationships with others Can determine when a situation requires adult intervention	Builds a wide range of constructive and respectful relationships with others
	Is starting to understand they may need to wait their turn, using props to support them	Understands they may need to wait their turn, using props to support if needed	Understands they may need to wait their turn and is beginning to anticipate when this is	Understands they may need to wait their turn and can anticipate this, including in group time	Watches the person who is speaking and knows when it is their turn to speak	Takes turns with others in conversation in a range of contexts	Takes turn to support working well in a team
	Is beginning to recognise their friends' needs, ideas and perspectives	Often recognises their friends' needs and shows some consideration of these	Shows increasing consideration of other peoples' needs and increased impulse control	Is beginning to show sensitivity to the needs of others and adjust their response	Shows sensitivity to the needs of others and is increasingly flexible and co-operative	Shows sensitivity to the needs of others, beyond own friendship group Has developed friendships with other children, helping them to understand different points of view and to challenge their own and others' thinking ELG: Building Relationships	Respects and responds to the needs of others

						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 others' needs.**	