

EYFS PSED knowledge and skills progression

This area underpins all aspects of a child's daily life at school. We have a rich variety of policies and activities which aim to support children's progress through the Early Learning Goal. These include regular class focus time based on PSED themes following the SCARF program, Circle Times, themed days and weeks (for example Anti-bullying week). Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self regulation	ELG - Shown 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					
	- Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence. - Sees themselves as a valuable individual, keeps trying when they can't do something first time. Thinks of other ways of doing things if something hasn't worked. - Follows familiar, routine instructions independently (e.g. washing hands for lunch and putting things away)	- Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.- Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"- Considers the feelings of others. - Controls their impulses when waiting for their turn - Follows two-step instructions.	-Thinks about the perspectives of others- Moderate their own feelings socially and emotionally - Waits with increased patience, when necessary, e.g. When waiting for another to finish speaking. -Controls their feelings when they are upset or angry			
Managing Self	ELG - 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					

	Tries new activities with peers. Abides by most of the rules of the classroom. Beginning to understand and discuss consequences of our behavior, e.g. If I hit someone, it hurts and they are upset Puts on own shoes and fastens if Velcro. Pulls zip up and down but may need help to insert or separate. Use the toilet independently and wash their hands well, knowing why this is important. Discusses healthy food choices. Takes part in a variety of exercise	Beginning to persevere when something is challenging. Tries in new activities independently Understands that rules are there to keep us safe and to make things fair Takes T-Shirt and jumper on/off independently but may be back to front. Put on socks and shoes correctly. Fastens zip independently. Sorts healthy foods from less nutritional food, knows that exercise strengthens your heart and makes you fitter. Understands road safety and how to be safe in the dark	Enjoys more challenging activities and set goals for themselves that stretch their abilities. Tries different approaches when solving problems and be able to discuss what they have done. Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence Dress and undress independently but may still need help with small buttons and laces. Clothing may still be put on back-to-front on occasion. Talks about how to be safe around water and in the sun
Building Relationships	ELG - 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' need		
	- Take turns, with adult support, e.g. when playing a board game. - Asks for help from a familiar adult. Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. - Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Understands that different children have different viewpoints and opinions.	- Takes turns when playing a game without adult support- Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer- Holds back & forth conversations, listening to their peers' ideas and responding appropriately. - Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) Understands that we may not always like everyone, but we still need to treat them with respect -Is more able to recognise the impact of their choices and behaviors/actions on others and knows that some actions and words can hurt others' feelings. Understands that we may not always like everyone, but we still need to treat them with respect.	- Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" - Is outgoing and will help others (even if they are not close friends) who are not as confident or need help. -Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.