

Progression in PSED in EYFS

Statements taken from Development Matters Early Adopter 2021 using the 'age bands'
Nursery and Reception have progressive phases that build up to the ELG at the end of Reception.

EYFS Statutory Educational Programme:

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.

Nursery PSED Progression

Phase Nursery	Self Regulation	Managing Self	Building Relationships
	Children will be learning to....	Children will be learning to....	Children will be learning to....
(a) Prior learning birth to 3	- Express their emotions; happy, sad, excited, cross, tired, frustrated, upset. - Find out about emotions through stories (a bear chasing the family, etc) - Take turns with other children, with adult support during play activities. - Managing their emotions, resisting the urge to push in or snatch from others. Starting to show 'effortful control'.	- Be confident in exploring the classroom environment with adult support. - Use the toilet with prompts and support, showing some awareness of bladder and bowel control. - Wash and dry their own hands with prompts from an adult after using the toilet. - Have a 'go', developing their independence. - Show understanding of Nursery expectations; good sitting, good listening, good looking, keeping hands and feet to themselves. - Look after the toys and equipment in Nursery, helping adults to tidy up. • Separate from their parent at the start of the Nursery day with some support.	- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. - Understand that everyone is important and valued. - Play alongside other children without adult support. - Play simple turn taking games with adult support, for example using a shape sorter. - Show interest in the games and play that other children are involved in.

(b) 3 & 4 year olds	• Select and use activities and resources, with help some help to achieve a goal that they've chosen, or one which is suggested to them. Making a model, enhancing a sandcastle, etc. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Find ways to help themselves when they feel angry, upset or worried. • Tolerate delay when their needs are not immediately met, waiting for their turn. • Ask for help when they encounter a conflict, for example taking turns with the pram. • Feel confident when exploring new places - moving around the school building; spending time in the hall or shared space. • Become more outgoing with unfamiliar people, in the safe context of their setting. Feel confident when faced with new experiences and people - having a photograph taken by the photographer.	• Learning about the Nursery routine, using the visual timeline and recognising the visual symbols. • Finding out how to use equipment in the classroom. • Making a clear choice about where to play in the classroom when offered a choice of 2. • Show higher levels of engagement in activities, staying focused on a task for a longer period of time (10 minutes). • Develop their sense of responsibility and membership of a community. Participating as the 'handy helper', collecting the snack and handing out. Tidying up and taking responsibility for resources and equipment that they've used. • Separate from their parent at the start of the Nursery day confidently, without adult support. • Use the toilet independently, without support or prompts. • Understand the importance of oral health, through discussions about cleaning their teeth in the morning and before bed at home. Demonstrate how to clean teeth using 'big teeth' and brush. • Talk about healthy food choices at snack and lunch time, focus on fruit and vegetables. • Be more confident in new social situations – visitors to Nursery. • Follow the Nursery expectations; good sitting, good listening, good looking, keeping hands and feet to themselves, no running inside, wearing an apron for painting, water play, hanging coat on peg, so on. Making the right choice.	• Making new relationships, learning the names of the children in their group. • Talking about themselves and their family. • Initiate their own play activities and play happily with one or more child. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Keeps play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
End Points for Nursery	• Managing their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control' • Understand gradually how others might be feeling (happy, sad, angry, worried) and why. • Explore situations from different points of view, bringing ideas into children's pretend	• Remember the Nursery expectations without needing an adult to remind them. • Understand why the Nursery rules (good sitting, good listening, good looking, keeping hands and feet to themselves, no running inside, wearing an apron for painting, water play, hanging coat on peg, so on) are important. • Use the toilet independently.	• Play in a group with friends, and make up ideas of things to do and games to play. • Be able to extend and elaborate play ideas. • Initiate conversations, attend to and take account of what others say

	play; “I wonder how the chicken is feeling, now the fox is creeping up on her?” • How to help if someone is upset or angry. • To be ready for new experiences like the transition to Reception. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Become more outgoing with unfamiliar people, in the safe context of their setting – having the confidence to ask a visitor a question. • Show more confidence in new social situations - Take children out on short walks around the neighbourhood. • Cope with small changes in the daily routine.	• Wash and dry their hands independently and talk about why we wash our hands throughout the day, after using the toilet or before eating food. • Understand the importance of oral health, be able to talk about what happens if we don’t clean our teeth and visit the dentist. • Identify and make choices about healthy foods. Play odd one out games. • How to keep our bodies healthy, talking about physical activity.	• Begin to find solutions to quarrels and rivalries • Begin to understand how to be a friend, talking about what a friend is.
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Reception PSED Progression

Phase Reception	Self Regulation	Managing Self	Building Relationships
	Children will be learning to....	Children will be learning to....	Children will be learning to....
(a)	- Express their feelings and give simple reasons (I'm sad, I want my mummy) sometimes providing a reason...because... - Consider the feelings of others - recognise when a peer is upset or cross. - Identify and name some common feelings in themselves or others, surprised, excited, frustrated, upset, cross, lonely, worried and talk about when they have felt this way. "Bounce back" quicker after upsets and with more independence. - Follow familiar, routine instructions independently - Identify strategies for staying calm in the face of frustration. - Say 'please', 'thank you' and 'excuse me' at appropriate times. - Behave appropriately in accordance with the class rules. Thinking about why we take turns, wait politely, tidy up after ourselves, use manners and so on. - Follow a simple instruction as part of a group, e.g. sit down, let's go outside.	- Try new activities independently, with an adult or with peers - Manage their own needs - use the toilet, wash and dry hands. - Know why it is important to wash and dry their hands thoroughly. - Undress independently for P.E., with help for buttons - Put on and fasten their coat independently (zip, buttons) - Put on and fasten their shoes independently (buckles, Velcro). - Understand the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. Why oral health is important. - Talk about their work and play, show resilience and perseverance by reflecting and self-evaluating their work. - Learn about sensible amounts of 'screen time'. - Understand the importance of sleep and sleep routines.	- Form some closer friendships and seek them out to initiate play. - Begin to make new and different friends so forming a wider friendship circle - Understand that at times our friends will want to play with others but that doesn't mean they are not our friend - Join in with a group of children who are playing listening to others viewpoints and suggestions. - Build constructive and respectful relationships with staff and peers. - Demonstrate friendly behaviour, with new peers. - Show kindness towards others by helping, listening and supporting one another. - Take turns with a little support from an adult or with the systems in place, e.g. sand timers
(b)	- Explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary. - Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.	- Dress and undress for PE independently. - Discuss healthy food choices and sort healthy foods from less nutritional food. - Begin to develop problem solving skills, by talking through how they resolved a problem or difficulty.	- Initiates conversations, attends to and takes account of what others say. - Hold back & forth conversations, listening to their peers' ideas and responding appropriately.

	• Moderate their own feelings when they've experienced anger, frustration. • Begin to solve small conflicts, without adult support, 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?" • Understand how their actions affect other people, discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. • Follow two-step instructions. • Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. • Identify and model kind and considerate behaviour to both staff and peers.	• Understand that it is ok to make mistakes – this is an important part of learning. • Set their own goals and achieve them. • Complete short activities/tasks independently for 10 minutes. • Confident to speak to others about own needs, wants, interests and opinions. • Take turns in conversation, listen to others views. • Understand that discussion of thoughts is key and begin to learn that their friends may not always want to play what they want but that's ok. • Can describe self in positive terms and talk about abilities. • Recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Create rules and codes for behaviour within the classroom. • Be a safe pedestrian and explain what it means to adhere to road safety rules. • Understand the importance of physical activity on our body and mind.	• Explains own knowledge and understanding, and asks appropriate questions of others. • Show empathy in simple ways, e.g. finding an adult for a child who is hurt. • Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.
(c) ELG	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 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.	ELG: Managing Self 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.	ELG: Building Relationships 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 to others' needs.