



EYFS Knowledge and Skills Progression – PSED Personal, Social and Emotional Development

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.

Self-regulation

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- *Set and work towards goals, being able to wait for what they want & control their immediate impulses when 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.

Managing self

- *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 & 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.

Building relationships

- *Work and play cooperatively and take turns with others.
- *Form positive attachments to adults and friendships with peers.
- *Show sensitivity to their own and the others' needs.



Self-Regulation, Managing Self and Buildings Relationships

*Children play co-operatively, taking turns with others.

*They take account of one another's ideas about how to organise their activity.

*They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
With support, begin to build constructive and respectful relationships. Encourage good listening to each other. Express their feelings and consider the feelings of others, model positive behaviours. Encourage children to express feelings using descriptive vocabulary. Manage their own needs, toileting, fastening coat etc... with support where necessary. Talk about the need for rules and the importance of knowing right from wrong and behave accordingly with appropriate support/modelling. Know and talk about overall well-being for healthy eating, tooth brushing, sensible screen time, good sleep and routine, and being a safe pedestrian.		Communicate freely about our own home and community. Continue to: - develop and maintain constructive and respectful relationships with adults and peers. - demonstrate that play regularly involves sharing and cooperating with friends and other peers. - follow the class routines throughout the school day e.g. when going to the toilets, getting ready for lunch. Begin to identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.		Children should continue to follow the class routines throughout the school day and explain why it is important to follow routines and rules. High expectations for following instructions, with levels of support where necessary. Show resilience and perseverance in the face of challenge. Show confidence in choosing resources and perseverance in carrying out a chosen activity. Continue to think about the perspectives of others. Seek ways to manage conflict e.g. holding back, sharing, negotiation and compromise. Encourage children to talk about feelings and opinions. Manage their own needs.	



Children follow the routines (with support) throughout the school day e.g. when going to the toilets, getting ready for lunch.		Know and talk about overall well-being for healthy eating, tooth brushing, sensible screen time, good sleep and routine, and a safe pedestrian and be able to talk about reasons why.
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