

## EYFS Personal Social and Emotional Development Curriculum Progression Overview

Children’s personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.				
	<b>Understanding own feelings and those of others</b> Positive relationships with adults	<b>Manage Emotions and Develop a positive sense of self</b>	<b>Look after their bodies</b> Healthy eating Managing Personal Needs	<b>Making Good Friendships</b> Co-operation Resolve Conflicts peaceably
Nursery Curriculum	<ul style="list-style-type: none"> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Understand gradually how others might be feeling.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations</li> <li>Develop appropriate ways of being assertive.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Talk with others to solve conflicts.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery Curriculum Endpoints</p>	<ul style="list-style-type: none"> <li>• Children have a warm relationship with their school adults.</li> <li>• Children can follow the age appropriate class rules the majority of the time: lining up quietly, sitting on the carpet, saying please, thank you and sorry.</li> <li>• Children can label their or a friend's feelings- happy, sad, angry, worried, tired, hungry, thirsty.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are confident to say no / stop / hold their hand up politely to a friend when they feel uncomfortable.</li> <li>• Children can tell you who is in their family.</li> <li>• Children can tell you something they like / don't like.</li> <li>• Children are mainly content in their learning environment.</li> <li>• Children can name something they like about themselves.</li> <li>• Children explore different areas of learning rather than flitting.</li> <li>• Children can concentrate on one activity for 10 + minutes.</li> <li>• Children persist in an age appropriate activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are dry during the day.</li> <li>• Children can brush their teeth with adult support / guidance.</li> <li>• Children can use the toilet independently. Children can wash and dry their hands independently</li> <li>• Children can physically move with ease.</li> </ul>	<ul style="list-style-type: none"> <li>• Children play alongside other children.</li> <li>• Children, with support, can solve simple, every day conflicts e.g. sharing, taking turns.</li> </ul>
---	--	--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Curriculum</p>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• See themselves as a valuable individual.</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs: Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul>
---	--	--	--	--

<b>Reception Curriculum Endpoints</b>	<ul style="list-style-type: none"> <li>• Children can wait for what they want / need.</li> <li>• Children can identify how they or others are feeling (in real life scenarios, also in role play and stories) and begin to understand why.</li> <li>• Children can consistently listen to adults.</li> <li>• Children can talk to adults and ask for help when necessary.</li> <li>• Children can listen and respond to their teacher during learning times.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can talk about their family.</li> <li>• Children can talk about their culture / religion.</li> <li>• Children can talk about learning they are proud of and why.</li> <li>• Children accept mistakes are a part of learning and persist / show resilience at these times to keep going.</li> <li>• With adult support / guidance, children can problem solve.</li> <li>• Children can identify and use a strategy to help themselves feel calmer / more content.</li> <li>• Children can listen to and talk to adults about their behaviour.</li> <li>• Children can complete daily routines such as coming into school calmly, putting their belongings away or fetching, self-registering.</li> <li>• With adult support, children can set a developmentally appropriate goal and achieve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Children show good personal hygiene most of the time.</li> <li>• Children can name different ways of being healthy – food, sleep, exercise.</li> <li>• Children show safe pedestrian behaviour when out on a trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can listen to each other.</li> <li>• Children can share.</li> <li>• Children can take turns.</li> <li>• Children can cooperate with peers.</li> <li>• Children show kindness to others.</li> </ul>
<b>Early Learning Goals</b>	<b>ELG: Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions following several ideas or actions.</li> </ul>	<b>ELG: Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<b>ELG: Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	