



St Richard Reynolds Catholic Primary School EYFS

Personal Social and Emotional Development Skills and Knowledge Progression

Checkpoint 1- Autumn

Checkpoint 2-Spring

Checkpoint 3- Summer



Intent:

Our children will leave the Foundation Stage at St Richard Reynolds Primary School confident, independent and respectful. They show empathy to others and express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class and their own identity will be shaped through an increasing awareness of their own needs and others. Pupils will have an understanding of the characteristics of a healthy relationship. They will have developed positive dispositions to learning, be cooperative and communicative. Pupils will show determination to complete a goal, and demonstrate resilience in the face of challenges. Our children demonstrate an understanding of what is right and wrong, and why this is important. They understand there are consequences for behaviour, whether through rewards or sanctions. These characteristics underpin all that we do within the Foundation Stage. Through this area of learning pupils will have also developed an understanding of how their bodies work and what they need to be healthy and safe, as well as how they are able to best meet these needs.

Implementation:

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, 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.

Impact:

By the end of the Foundation Stage our children have developed and demonstrated an understanding about how relationships work, and how we show respect for others, creatures and understand why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.

Below shows the progression of skills that build towards the Personal, Social and Emotional Development Early Learning Goals.



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| Self Regulation | | |
|---|--|--|
| <p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> - Expresses their feelings and gives simple reasons, e.g. I want Mummy. - Talks about their feelings using appropriate words e.g. happy, sad, etc. - Seeks help through finding an adult. - Allows an adult to comfort them. - Recognises when a peer is upset. - Begins to understand how others might be feeling <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - 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. <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - 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 <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Thinks about the perspectives of others - Moderate their own feelings socially and emotionally <hr/> <p style="text-align: center;">ELG:</p> <p>Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> | <p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> - Selects and uses resources to achieve a short term goal - Increasingly follows rules independently <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - 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. <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Controls their impulses when waiting for their turn <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Waits with increased patience, when necessary, e.g. When waiting for a turn on the computer. - Controls their feelings when they are upset or angry <hr/> <p style="text-align: center;">ELG:</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> | <p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> - Develops a sense of responsibility (e.g. hangs coat up, tidies own mess) - Pays attention to one thing at a time and shift attention (CL) <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Follows familiar, routined instructions independently (e.g. choosing lunch and putting things away) <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Follows two-step instructions. <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <hr/> <p style="text-align: center;">ELG:</p> <p>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</p> |
| <p style="text-align: center;">Provisions</p> <p>Discussions, assemblies, books, within small world, role play, throughout play and work with each other</p> | <p style="text-align: center;">Provisions</p> <p>Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self esteem support, class and school rules, various praising techniques (MM, house points, stickers, certificates etc)</p> | <p style="text-align: center;">Provisions</p> <p>Adult focused time Joining in with class routines</p> |



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| Managing Self | | |
|--|--|--|
| <p>Preschool</p> <ul style="list-style-type: none"> - Joins in with a new activity when invited by an adult -Can tell when hungry, full up or tired or when they want to rest, sleep or play -Communicate their need for the toilet <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Tries new activities with peers. <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Beginning to persevere when something is challenging. - Tries in new activities independently <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - 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. <hr/> <p>ELG:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> | <p>Preschool</p> <ul style="list-style-type: none"> - Follows a simple instruction as part of a group, e.g. sit down, let's go outside -Describes the effects of physical activity on their bodies -Understands that equipment and tools can be used safely -Can wash and can dry hands effectively and understands why this is important -Uses toilet most of the time themselves <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Abides by most of the rules of the classroom - Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Understands that rules are there to keep us safe and to make things fair <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence <hr/> <p>ELG:</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> | <p>Preschool</p> <ul style="list-style-type: none"> - Takes off own coat - Pulls down pants to use toilet - Put on shoes without fastening (may be wrong foot) - Pull up garments on independently -Can name and identify body parts -Tries a range of textures and tastes, expressing a preference -Dresses independently <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Puts on own shoes and fastens if Velcro - Pulls zips up and down, but may need help to insert or separate - Uses the toilet independently and wash their hands well, knowing why this is important. - Discusses healthy food choices. - Takes part in a variety of exercise <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Takes T-Shirt and jumper on/off independently but may be back to front - Puts 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 <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Dresses and undresses 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 <hr/> <p>ELG:</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> |
| <p>Provisions</p> <p>New experiences and engaging activities based on pupil's interests</p> | <p>Provisions</p> <p>House point chart, class rules</p> | <p>Provisions</p> <p>Dressing up, changing for P.E., snack time, roleplaying shops and cooking, cooking sessions, P.E. lessons, Woodchip equipment, tyre park, bikes, obstacle course, skipping ropes, stilts etc</p> |



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| Building Relationships | | |
|--|---|---|
| <p>Preschool</p> <ul style="list-style-type: none"> - Seeks out companionship - Enjoys playing alone or with others <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Take turns, with adult support, e.g. when playing a board game <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - 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. <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - 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?" <hr/> <p>ELG:</p> <p>Work and play cooperatively and take turns with others</p> | <p>Preschool</p> <ul style="list-style-type: none"> - Developing social interactions - Considers others needs <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - 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 <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - 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 <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help <hr/> <p>ELG:</p> <p>Form positive attachments to adults and friendships with peers</p> | <p>Preschool</p> <ul style="list-style-type: none"> - Can identify emotions in others - Beginning to show empathy in simple ways, e.g. puts an arm around another child who is crying - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - 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. <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Is more able to recognise the impact of their choices and behaviours/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 <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way <hr/> <p>ELG:</p> <p>Show sensitivity to their own and to others' needs</p> |
| <p>Provisions</p> <p>Provide opportunity for independent play Encourage children to find resolutions and compromises by supporting discussion Game opportunities for turn taking e.g. card and board games</p> | <p>Provisions</p> <p>Circle Time, working in different groupings, team building activities</p> | <p>Provisions</p> <p>Circle time discussions, The Colour Monster, Emotions area with emotion cards and sensory toys and bottles</p> |