Personal, Social & Emotional Development Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

Intent Our children will leave EYFS at Dundry Primary confident, independent and respectful. They will 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 other. 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 todays the Early Learning Goal. These include regular assemblies based on PSED themes, Circle Times, themed days and weeks (for example Anti-bullying week), and our school wide use of the behaviour policy. Throughout the day adults in Reception 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. For example, during our 'All about Me' and 'Come Outside 'topic, we teach about oral hygiene and healthy lifestyle and diet. Dundry Learning Powers are an important part of EYFS learning, with the children being introduced to the animal characters and the skills these animals display. Through explicit teaching and continuous provision, the children have the opportunities to apply their metacognition skills such as perseverance, resilience, team work and empathy.

Impact By the end of the Foundation Stage our children have developed and demonstrate an understanding about how relationships work, and how we show respect for others, creatures and material objects. They respond appropriately to one other and any challenges they may face. They follow the school behaviour policy, understanding why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.

Dundry Learning Powers

Learners are:	**Independent Enquirers 'Cat'**	**Reflective Learners 'Owl'**	**Creative Thinkers 'Spider'**	**Self Managers 'Tortoise'**	**Team Workers 'Bee'**
Learners do:	Enquire Problem Solve Apply Knowledge	Evaluate	Work Creatively	Motivate themselves Have emotional skills	Have social skills
Learning skill:	Be curious Question Plan Make choices Reason Form opinions Apply knowledge	Reflect Revise	Use imagination Lateral thinking Meta-learning	Persevere Manage distractions Set goals Be self aware Manage feelings understand others' feelings	Be independent Collaborate, value and support others Communicate Listen

Jigsaw

Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me

Below shows the progression of skills that build towards the PSED ELG.

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Self Regulation

Big Ideas	Understanding Feelings	Setting Goals	Following Instructions
Presc & BL (Oct)	-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	- Selects and uses resources to achieve a short term goal - Increasingly follows rules independently	- 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)
YR CP1 (Dec)	- 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, routined instructions independently (e.g. washing hands for snack and putting things away)
YR CP2 (March)	- 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.
YR CP3 (May)	- Thinks about the perspectives of others - Moderate their own feelings socially and emotionally	- 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	- as above
ELG	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 serval ideas or actions
	Provisions Discussions, assemblies, books, within small world, role play, throughout play and work with each other, Dundry Learning Powers, Jigsaw	**Provisions** Choice in the environment, timers, books, selection of tools and resources to carry out tasks, class and school rules, various praising techniques (Dojo points, stickers, certificates etc) Dundry Learning Powers, Jigsaw	**Provisions** Adult focused time Joining in with class routines

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Managing Self

Big Ideas	Self Care skills	Confidence	Right & Wrong
Presc & BL (Oct)	-Takes off own coat - Pulls down pants to use toilet - Put on shoes without fastening (may be wrong foot) - Pull up garments on independently	- Joins in with a new activity when invited by an adult	- Follows a simple instruction as part of a group, e.g. sit down, let's go outside
YR CP1 (Dec)	- 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	- Tries new activities with peers	- 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
YR CP2 (March)	- 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	- Beginning to persevere when something is challenging. - Tries a new activities independently	- Understands that rules are there to keep us safe and to make things fair
YR CP3 (May)	- 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	- 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
ELG	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	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
	Provisions Dressing up, wellies, snack time, roleplaying shops and cooking, cooking sessions, P.E. lessons, bikes, obstacle course, skipping ropes, stilts etc	**Provisions** New experiences and engaging activities based on pupil's interests	**Provisions** Dojo points, class rules, assemblies, Jigsaw, Dundry Learning Powers

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Building relationships

Big Ideas	Work & Play together	Empathy & Understanding for others	Positive Relationships
Presc & BL (Oct)	- Plays alongside peers - Asks if they want something someone else has	- Can identify emotions in others - Shows empathy in simple ways, e.g. puts an arm around another child who is crying	- Plays alongside new peers and 'with' familiar peers. - Shows interest in their new peers. - Is pleased to see some children and or adults - Speaks to peers within a game or activity - Allows an adult to comfort them
YR CP1 (Dec)	- Take turns, with adult support, e.g. when playing a board game	- 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.	- 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
YR CP2 (March)	- 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.	- 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	- 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
YR CP3 May)	- 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?"	- Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way	- Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help
ELG	Work and play cooperatively and take turns with others	Show sensitivity to their own and to others' needs	Form positive attachments to adults and friendships with peers
	Provisions 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 DLP	**Provisions** Circle Time Jigsaw, working in different groupings, team building activities, DLP	**Provisions** Circle time discussions, DLP, storytime, assemblies,