



Kew Woods Early Years Foundation Stage



Progression Chart - PSHE

Personal, Social & Emotional Development

22-36 months

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

30-50 months

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations
- Forming good relationships with peers and familiar adults.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Communication & Language

Physical Development

<ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>40-60 months</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. 		
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Reading	Writing
Number	Shape, Space and Measure
Understanding the World	Expressive Art and Design

Prime Area	Personal, Social and Emotional Development		
	Making Relationships (MR)	Self -confidence and self-awareness (SC SA)	Managing feelings and behaviour (MFB)
30 - 50 months	<ol style="list-style-type: none"> 1. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 2. Initiates play, offering cues to peers to join them. 3. Keeps play going by responding to what others are saying or doing. 4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ol style="list-style-type: none"> 1. Can select and use activities and resources with help. 2. Welcomes and values praise for what they have done. 3. Enjoys responsibility of carrying out small tasks. 4. Is more outgoing towards unfamiliar people and more confident in new social situations. 5. Confident to talk to other children when playing, and will communicate freely about own home and community. 6. Shows confidence in asking adults for help. 	<ol style="list-style-type: none"> 1. Aware of own feelings, and knows that some actions and words can hurt others' feelings. 2. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 3. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 4. Can usually adapt behaviour to different events, social situations and changes in routine.
40 - 60+ months	<ol style="list-style-type: none"> 5. Initiates conversations, attends to and takes account of what others say. 6. Explains own knowledge and understanding, and asks appropriate questions of others. 7. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ol style="list-style-type: none"> 7. Confident to speak to others about own needs, wants, interests and opinions. 8. Can describe self in positive terms and talk about abilities. 	<ol style="list-style-type: none"> 5. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 6. Aware of the boundaries set, and of behavioural expectations in the setting. 7. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
ELGs	<ol style="list-style-type: none"> 1. Children play co-operatively, taking turns with others. 2. They take account of one another's ideas about how to organise their activity. 3. They show sensitivity to others' needs and feelings. 4. They form positive relationships with adults and other children 	<ol style="list-style-type: none"> 1. Children are confident to try new activities. 2. They can say why they like some activities more than others. 3. They are confident to speak in a familiar group. 4. They will talk about their ideas. 5. They will choose the resources they need for their chosen activities. 6. They say when they do or don't need help. 	<ol style="list-style-type: none"> 1. Children talk about how they and others show feelings. 2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. 3. They work as part of a group or class and understand and follow the rules. 4. They adjust their behaviour to different situations. 5. They take changes of routine in their stride.
Exceeding	<ol style="list-style-type: none"> 1. Children play group games with rules. 2. They understand someone else's point of view can be different from theirs. 3. They resolve minor disagreements through listening to each other to come up with a fair solution. 4. They understand what bullying is and that this is unacceptable behaviour. 	<ol style="list-style-type: none"> 1. Children are confident speaking to a class group. 2. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. 3. They are resourceful in finding support when they need help or information. 4. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. 	<ol style="list-style-type: none"> 1. Children know some ways to manage their feelings and are beginning to use these to maintain control. 2. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. 3. They know when and how to stand up for themselves appropriately. 4. They can stop and think before acting and they can wait for things they want.
Year One (KS1)	No specific links to Year 1		

EARLY YEARS EXPECTATIONS

Early Learning Goals

- 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.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

- Children play group games with rules. They understand someone else's view point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
- Children are confident speaking to a class group. They can talk about the things they enjoy and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
- Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

FUTURE LEARNING

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.