

EYFS Progression of skills and assessment checkpoints - Personal, Social, Emotional Development									
Self-regulation			Managing Self			Building Relationships			
Self-regulation									
<b>Birth-Three</b> . Find ways to calm themselves, through being calmed and comforted by their key person. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. . Find ways of managing transitions, for example from their parent to their key person. . Feel strong enough to express a range of emotions. . Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. . Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. . Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: “I’m sad because ....” Or “ I love it when...”				<b>Three- Four Years</b> . Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. . Develop appropriate ways of being assertive. . Talk with others to solve conflicts. . Talk about their feelings using words like, ‘happy’ ‘sad,’ ‘angry’ or ‘worried’. . Begin to understand how others might be feeling.		<b>Reception</b> . See themselves as a valuable individual. . Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.		<b>PSED-Self-Regulation ELG .</b> 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 several ideas or actions.	
	AUTUMN		SPRING			SUMMER			
Managing own emotions and feelings.	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy”.	I can confidently talk about my emotions using words such as ‘happy’ ‘sad’ ‘angry’ or ‘worried’.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG		
Understanding others emotions and feelings.	I engage with others, including to reach my own goals.		I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g. going to children who are upset		I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG		
Behaviour	I can find a way to cope when my parent leaves me.	I am growing in independence, but this can lead me to become frustrated.	I am developing my control and am beginning to turn take and impulses to push or hurt others.	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG
Managing Self									
<b>Birth-Three</b> Establish their sense of self. . Express preferences and decisions. They also try new things and start establishing their autonomy.		<b>Three- Four Years</b> . 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. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.			<b>Reception</b> . Show resilience and perseverance in the face of challenge.  . Manage their own needs.		<b>PSED-Managing Self ELG</b>  <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b>  <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b>  <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>		
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.		I can make simple decisions for myself e.g. having juice or milk.		I have a preference when playing e.g. small world or outdoors.		I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
Following rules	I talk about my emotions e.g. what has made me happy or sad.		I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.		I can explain the reasons for why we have rules. PSED.MS.ELG		I know right from wrong and I try to behave accordingly. PSED.MS.ELG
Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.		I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.		I am managing my own needs more frequently.		I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG		I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG
Building Relationships									
<b>Birth-Three</b> Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children.			<b>Three- Four Years</b> . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.			<b>Reception</b> . See themselves as a valuable individual. . Build constructive and respectful relationships. . Think about the perspectives of others.		<b>PSED-Building Relationships ELG</b>  <b>Work and play co-operatively and take turns with others.</b>  <b>Form positive attachments to adults and friendships with peers.</b>  <b>Show sensitivity to their own and to other’s needs.</b>	
Confidence	I am beginning to have confidence in myself.	I show confidence when being taken out of my setting by my key person.		I am becoming more outgoing with unfamiliar people within my setting.		I know people should listen to me just as I should listen to them.		I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	

	I am playing on my own and with others.		I am showing more confidence when talking to new people.			
Friendships	I have created attachments in nursery to peers or my key person.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG
Other's and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG	