

## Ringway Primary School EYFS PSHE Knowledge and Skills Progression Grid

At Ringway Primary School, our EYFS curriculum is carefully planned and delivered to ensure that all pupils are supported to develop their personal, social and emotional wellbeing from their starting points. Within our 2-Year-Old Provision the main focus is on developing the skills of each child in the prime areas; physical development, communication and language and focusing on their individual personal, social and emotional development. Our curriculum is progressive in nature and seeks to establish appropriate targets for all children; linked to the EYFS Framework. Key workers are given specific targets to focus on with each 2-year-old to develop their skills during their interactions and planned activities in both the indoor and outdoor area during their play. The EYFS Progression of Skills document completes the PSHE Progression of Skills document used throughout Reception, KS1 and KS2 in school.

The following progression grids outline the skills and vocabulary to be taught across each phase considering the varied needs of children at the ages of two, three and four; utilising the core concepts of Development Matters and the Statutory Framework Early Learning Goals. Children in Nursery (3 and 4 year old's) will have a short taught PSHE session each week alongside their individualized targets which staff work on as the children access continuous provision within the classroom environment.

*Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.*

Age/Stage	Personal, Social and Emotional Development Knowledge and Skills
<b>2-3 Years Old</b>	<p><b>Aspect: Building Relationships</b>            Children engage with others through gestures and talk.            Watch other children at play with interest and begin to join in for a few minutes.            Play with increasing confidence on their own and with other children whilst their key person is nearby.            Begin to develop friendships with other children.            Enjoy being praised by adults and taking responsibility for carrying out small tasks.            Beginning to cooperate in chosen activities.            Children are developing an understanding of and interest in gender and other differences.            Responds to the feelings of others, showing concern and offering comfort.</p> <p><b>Aspect: Managing Self</b>            Expresses preferences and decisions and is able to try new things.            Growing in independence, rejecting help from adults.            Is aware if pants are wet and knows what a toilet/potty is used for.            Can communicate when they need the toilet in a reasonable time.            Learn to use the toilet with support, then independently.            Take part in an adult-directed task for a short period one-to-one.            Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow e.g. sitting for songs and stories.</p>

	<p><b>Aspect: Self-Regulation</b>  Express a range of emotions e.g. when hungry, tired or sad.  Finds ways to calm themselves through being calmed and comforted by their key person.  Finding ways to manage transitions for example, from parent to key person.  Begin to show control e.g. waiting for a turn when reminded by an adult.  Gradually learning that actions have consequences but not always the consequences which the child hopes for.</p>
<p><b>3 and 4 Year Old's</b></p>	<p><b>Aspect: Building Relationships</b>  Children initiate play, offering cues to peers to join them and demonstrates friendly behavior.  Play with one or more children, extending and elaborating play ideas.  Begin to understand how others might be feeling.  Begin to find solutions to conflicts when supported by an adult e.g. accepting that not everyone can be Spider-Man in the game.</p> <p><b>Aspect: Managing Self</b>  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.  Increasingly follows rules, understanding why they are important.  Develop their sense of responsibility and membership of a community.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.</p> <p><b>Aspect: Self-Regulation</b>  Become more outgoing with unfamiliar people in the safe context of their setting and is confident to ask adults for help.  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.  Talk about their feelings using words such as, 'happy', 'sad', 'angry' or 'worried'.  Can talk about feelings with more detail e.g. 'I am sad because...'  Recognizes that some actions can hurt or harm others and begins to stop themselves.  Enjoys responsibility of carrying out small tasks.  Shows more confidence in new social situations.  Can usually adapt behavior to different events, social situations and changes in routine.</p>

