**Progression of Skills- PSED (EYFS)**

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| **Skills**  | **Nursery****Autumn** | **Nursery****Spring** | **Nursery****Summer** | **Reception****Autumn** | **Reception****Spring** | **Reception****Summer** |
| **Personal, Social &****Emotional Development** | Children will: Express preferences and decisions Engage with others through gestures and talk, and use this engagement to achieve a goal Play with increasing confidence on their own and with other children Begin to show ‘effortful control’ e.g. waiting for a turn and resisting the urge to grab what they want Notice and ask questions about differences Talk about their feelings in more elaborated ways e.g. I’m sad  | Children will: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Begin to understand how others might be feeling Select and use activities and resources, with help if needed Increasingly follow rules and understand why they are important Not always need an adult to remind them of a rule Become more outgoing with unfamiliar people in the safe context or setting Show more confidence in new social situations | Children will: Develop appropriate ways of being assertive Talk with others to solve conflicts Help to find solutions to conflicts and rivalries Be increasingly independent in meeting their own care needs Make healthy choices about food, drink, activity, and tooth brushing Develop their sense of responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas   | Children will: Develop appropriate ways of being assertive Talk with others to solve conflicts Help to find solutions to conflicts and rivalries Be increasingly independent in meeting their own care needs Develop their sense of responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas  | Children will: Express their feelings and consider the feelings of others Show resilience and perseverance in the face of a challenge Manage their own needs See themselves as a valuable individual Make healthy choices about food, drink, activity, and tooth brushing  | Children will: Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Know and talk about the different factors that support their overall health and wellbeing Build constructive and respectful relationships  |

This is to be used alongside the ‘No Outsiders’ scheme of work

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| No Outsiders | Autumn | Spring | Summer |
| Year 1 & 2Year A | *NO outsiders - Elmer* Being my best (1)*No outsiders* *My grandpa is amazing* Keeping Myself Safe (1) | *No outsiders - The Great big book of families* Rules, Rights and responsibilities (1)*No outsiders- Ten little pirates* Me and My Relationships (1) | *No outsiders- my world your world* Valuing Difference (1)RSE: Yr1: Growing and Changing unitYr2: Growing and Changing unit |
| Year 1 & 2Year B | *No Outsiders* *The ODD egg* Being my best (2)*NO OUTSIDERS - Blown away* Me and My Relationships (2) | *NO outsiders - The first Slodge* Rules Rights and Responsibilities, including money and the wider environment (2)*NO OUTSIDER**Max the champion*Keeping Myself Safe (2) | *NO OUTSIDERS Just because*Valuing Difference (2)RSE: Yr1: Growing and Changing unitYr2: Growing and Changing unit |

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|  | **Year One** |
| **Health and wellbeing** | Pupils will be taught: * What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
* To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
* To recognise that choices can have good and not so good consequences.
* The importance of and how to maintain personal hygiene.
* About the process of growing from young to old and how people’s needs change.
* That household products, including medicines, can be harmful if not used properly.
* About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
* About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
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| **Relationships** | Pupils will be taught: * To communicate their feelings to others, to recognise how others show feelings and how to respond.
* To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
* To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
* To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
* To recognise how their behaviour affects other people.
* To recognise what is fair and unfair, kind, and unkind, what is right and wrong.
* •  To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
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| **Living in the wider world** | Pupils will be taught: * To help construct, and agree to follow, group and class rules and to understand how these rules help them.
* How to contribute to the life of the classroom.
* That they belong to various groups and communities such as family and school.
* That money comes from different sources and can be used for different purposes, including the concepts of spending, and saving
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