# Hollyfast : Progression in Learning Framework – Personal, Social and Emotional Development

**EYFS Statutory Educational Programme**

**The curriculum needs to include:**

Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives** and is fundamental to their **cognitive development.** Underpinning their personal development are the **important attachments** that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions**, develop a **positive sense of self**, set themselves **simple goals**, have **confidence in their own abilities**, to **persist** and **wait for what they want** and **direct attention** as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and **manage personal needs independently**. Through **supported interaction** with other children, they learn how to **make good friendships**, **co-operate** and **resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

| Knowledge | Skills |
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| • ***Know how to keep healthy and look after their bodies***<br>• ***Can name feelings and emotions***<br>• ***Knows how to manage emotions***<br>• ***Know about goals and how to set them***<br>• ***Know how to form friendships*** | ***Communicate feelings and emotions form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs, able to self-regulate*** |

***Characteristics of Effective Learning that are relevant***

| Playing & Exploring | Active Learning | Creating and Thinking Critically |
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| • Realise that their actions have an effect on the world, so they want to keep repeating them<br>• Make independent choices. Do things independently that they have been previously taught<br>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning<br>• Respond to new experiences you bring to their attention | • Participate in routines<br>• Begin to predict sequences because they know routines<br>• Show goal-directed behaviour<br>• Use a range of strategies to reach a goal they have set themselves<br>• Begin to correct their mistakes themselves<br>• Keep on trying when things are difficult | • Review their progress as they try to achieve a goal. Check how well they are doing<br>• Solve real problems<br>• Make links between ideas<br>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions |

| ELG: Self-Regulation | ELG: Managing Self | ELG: Building Relationships |
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| Children at the expected level of development will:<br>• **Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly**<br>• **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate**<br>• **Give focussed 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** | Children at the expected level of development will:<br>• **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**<br>• **Explain the reasons for rules, know right from wrong and try to behave accordingly**<br>• **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices** | Children at the expected level of development will:<br>• **Work and play cooperatively and take turns with others**<br>• **Form positive attachments to adults and friendships with peers**<br>• **Show sensitivity to their own and others' needs** |

| Progression in Learning - Small steps Nursery to KS1 | | | | | | | |
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| | Pre-School | | | Reception | | | Interface with KS1 |
| Self-Regulation | Expresses self aware emotions eg pride, embarrassment, and a wide range of other feelings | Expresses a wide range of feelings in their interactions with others | Expresses a wide range of feelings including excitement, anxiety, guilt and self-doubt<br><br>Can sometimes say what has made them feel that way | Can identify a wide range of emotions – cross, worried, calm etc<br><br>Can say what has made them feel that way | Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried<br><br>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met | Can understand their own feelings<br><br>Can identify some ways to distract self and self-regulate emotions, with some adult support eg holding back, sharing, negotiation and compromise | Shows independence in identifying and talking about emotions and can self-regulate most of the time |
| | Recognises 'uncomfortable' feelings and is beginning to understand they can manage these | Is beginning to be able to manage 'uncomfortable' feelings appropriately | Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support | Can identify when someone is doing something that makes them uncomfortable and is beginning to communicate this | Begins to set own boundaries | Can set own boundaries and goals and is mostly able to respect the boundaries of others | Respects the boundaries, wishes and feelings of others |
| | Is beginning to be able to move away from chosen activity with adult support<br><br>Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes | Can sometimes move away from chosen activity, with some adult support<br><br>Takes part in adult led practical challenges (1:1 / small group) for a few minutes | Is able to move away from chosen activity with some adult support<br><br>Is beginning to take part in adult led practical challenges in a small group | Is able to take part in adult led practical challenges in a small group | Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed | Is able to give focused attention in adult led sessions<br><br>Is able to direct attention as necessary in a range of contexts | Works in more extended adult led, whole class sessions, as well as in small groups |
| | Is beginning to recognise some feelings in others | Is beginning to understand how others might be feeling | Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants | Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed | Can recognise when and how they need to respond to a friend, showing sensitivity when needed | Thinks about the perspective of others<br><br>Understands others' feelings, offering empathy and comfort | Thinks about and is able to talk about the perspective and feelings of others |
| | Can seek support from a trusted adult | Can explain what they do and don't like doing | Can identify what they need help with and seek support from an adult or another child | Can explain what they are good at and what they need to get better at | Can understand how they can improve | Has a positive sense of self and sees themselves as a valuable individual | Has respect for self |
| | Listens to others with interest, sometimes distracted by other things | When hearing their name, can usually shift attention | Is beginning to be able to pay attention to more than one thing at a time | Developing the skill of paying attention to more than one thing at a time | Understands how to listen carefully and why listening is important | Can listen out for instructions while busy with something else | Can concentrate on the person talking and ignore background noises etc, not relevant to the situation |

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| | | | | | Can usually respond appropriately even when busy | Can respond appropriately even when busy with something else | |
| | Follows a simple instruction eg fetch both of your yellow socks | Follows a simple two part instructions eg pick up your coat and hang it up | Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please | Follows two-part instructions well most of the time e.g., Get me the big scissors and some blue paper from the drawer please | Begins to follow a longer list of instructions e.g. Wash your hands, get your lunchbox and sit at the red table with Sarah | Follows a longer list of instructions in a range of contexts | Understands instructions that show the order they have to do something, and which might include time concepts |
| Managing Self | Is confident in accessing a range of familiar resources independently<br><br>Is becoming aware of their own unique abilities | Confidently accesses favourite resources and experiments with new learning, sometimes with adult support<br><br>Enjoys a sense of belonging by being involved in daily tasks | Selects and uses a range of resources independently<br><br>Shows confidence and self esteem through being outgoing towards people, taking risks and trying new things/social situations | Is confident most of the time in selecting from a wide range of activities and resources, usually independently<br><br>Is willing to try new challenges | Seeks out opportunities to try new things<br><br>Has a clear idea about what they want to do and how they want to go about it | Knows what they need to carry out their intended activity<br><br>Can describe their competencies, what they are getting better at, describing themselves in positive but realistic terms | Chooses and uses appropriate resources to support learning<br><br>Works independently |
| | Shows some satisfaction in what they have achieved through body language or talk | Is beginning to understand and work towards a simple goal and shows an awareness when this is achieved | Understands and works towards a simple goal and celebrates its accomplishment | Able to achieve a simple goal and is proud of their achievement | Persists and perseveres, developing resilience to reach their intended goal<br><br>Is usually able to wait for what they want | Shows persistence, perseverance and resilience in the face of challenge<br><br>Is able to wait for what they want | Perseveres in a range of self-chosen and directed task and shows resilience |
| | Is beginning to understand right and wrong in the setting, with adult modelling | Can understand any negative behaviour choices they have made | Can increasingly follow rules independently Usually knows what is right and wrong | Is aware of, and follows, rules in the new setting, and knows why rules need to be followed | Knows what is right and what is wrong and usually behaves accordingly | Is aware of behavioural expectations and sensitive to ideas of justice and fairness | Follows rules; knows right from wrong, behaving accordingly |
| | Knows when they are tired, hungry<br><br>Can attend to toileting and handwashing needs with adult help | Can usually tell adults when they are tired, hungry<br><br>Can attend to toileting and handwashing needs, sometimes with adult help | Can tell adults when hungry, full up or tired, or when they want to sleep, rest or play<br><br>Can usually attend to own toileting needs<br><br>Can wash and dry hands effectively and understands why this is important | Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs ++++ | Usually accepts having to wait for a short time for needs to be met | Expresses personal needs<br><br>Can accept having to wait a short time for needs to be met<br><br>Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important | Confidently expresses own needs and accepts delay for needs to be met |

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| | Is beginning to dress self with adult help | Dresses self with adult help | Dresses with help eg puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper | Dresses self<br>Pays regard to the order clothes need to be put on | Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer | Dresses independently<br><br>Supports friends to dress if they need help e.g. in role play | Dresses self to suit the environment and situation |
| | Enjoys a range of familiar foods<br><br>Feeds self competently | Enjoys a range of familiar foods and is willing to try some new foods | Has begun to understand that some foods are especially good for them eg fruit, milk | Expresses likes and dislikes in food<br><br>Is beginning to understand that some foods are less healthy than others. | Eats a healthy range of foodstuffs and understands the need for variety in food<br><br>Understands that some foods are less healthy than others but can be eaten in moderation | Understands the importance of making healthy food choice in their diet | Understands what a 'balanced diet' is |
| **Building Relationships** | Shows an interest in other children and adults and seeks out others to share experiences | Can play alongside a friend, aharing experiences<br><br>Seeks companionship from adults and other children<br><br>Asks a trusted adult for help where there is a conflict | Can play in a pair/three, extending play ideas and shared experiences<br><br>Looks to a supportive adult for help in resolving conflicts with peers<br><br>Shows kindness to others having experienced this themselves | Can work in a pair or three to solve a problem with some adult support<br><br>Is able to resolve conflicts, returning to the secure base of a familiar adult for support in difficult situations. | Can solve problems co-operatively, resolving most conflicts themselves<br><br>Has developed some appropriate ways of being assertive<br><br>Is developing skills of negotiation and compromise, with some support | Uses what they have learnt about social interactions from close adults, in play and in relationships with others<br><br>Can determine when a situation requires adult intervention | Builds a wide range of constructive and respectful relationships with others |
| | Is starting to understand they may need to wait their turn, using props to support them | Understands they may need to wait their turn, using props to support if needed | Understands they may need to wait their turn and is beginning to anticipate when this is | Understands they may need to wait their turn and can anticipate this, including in group time | Watches the person who is speaking and knows when it is their turn to speak | Takes turns with others in conversation in a range of contexts | Takes turn to support working well in a team |
| | Is beginning to recognise their friends' needs, ideas and perspectives | Often recognises their friends' needs and shows some consideration of these | Shows increasing consideration of other peoples' needs and increased impulse control | Is beginning to show sensitivity to the needs of others and adjust their response | Shows sensitivity to the needs of others and is increasingly flexible and co-operative | Shows sensitivity to the needs of others, beyond own friendship group<br><br>Has developed friendships with other children, helping them to understand different points of view and to challenge their own and others' thinking | Respects and responds to the needs of others |