

Personal, Social, and Emotional Development Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Intent:

Our children will leave the Foundation Stage at Lower Peover CE Primary School confident, independent, and respectful. They show empathy to others and express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class and their own identity will be shaped through an increasing awareness of their own needs and others. Pupils will have an understanding of the characteristics of a healthy relationship. They will have developed positive dispositions to learning, be cooperative and communicative. Pupils will show determination to complete a goal, and demonstrate resilience in the face of challenges. Our children demonstrate an understanding of what is right and wrong, and why this is important. They understand there are consequences for behaviour, whether through rewards or sanctions. These characteristics underpin all that we do within the Foundation Stage. Through this area of learning pupils will have also developed an understanding of how their bodies work and what they need to be healthy and safe, as well as how they are able to best meet these needs.

Implementation:

This area underpins all aspects of a child's daily life at school. We have a rich variety of policies and activities which aim to support children's progress towards the Early Learning Goal. These include regular collective worships, and they will take part in weekly PSHE sessions where they learn about keeping their brain healthy, having healthy relationships, and discussing dreams and goals. We also learn about differences through stories. Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe. For example, we regularly talk about oral hygiene and diet, using stories as a platform. During visits into the local community, we talk about how to be respectful, stay safe, and stranger danger. In the summer term, we give pupils opportunities to learn about sun and water safety through 'Clem and Crab'.

Below shows the progression of skills that build towards the Personal, Social and Emotional Development Early Learning Goals.

Impact:


By the end of the Foundation Stage our children have developed and demonstrate an understanding about how relationships work, and how we show respect for God, others, creatures and material objects. They respond appropriately to one other and any challenges they may face. They follow the school behaviour policy, understanding why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.

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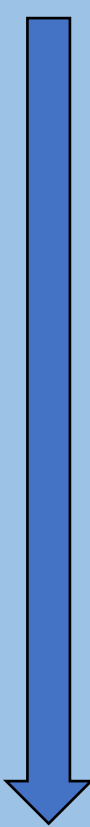
Self-Regulation			
	Baseline	Baseline	Baseline
	<ul style="list-style-type: none"> - Expresses their feelings and gives simple reasons, e.g. I want Mummy. - Talks about their feelings using appropriate words e.g. happy, sad, etc. - Recognises when a peer is upset. - Begins to understand how others might be feeling 	<ul style="list-style-type: none"> - Selects and uses resources to achieve a short-term goal - Increasingly follows rules independently 	<ul style="list-style-type: none"> - Develops a sense of responsibility (e.g. hangs coat up, tidies own mess) - Pays attention to one thing at a time and shift attention
	On Track Check Point 1	On Track Check Point 1	On Track Check Point 1
	<ul style="list-style-type: none"> - Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. - Explain to an adult what has happened when they are upset. - “Bounces back” quicker after upsets and with more independence. 	<ul style="list-style-type: none"> - Sees themselves as a valuable individual - keeps trying when they can’t do something first time - Beginning to think of other ways of doing things if something hasn’t worked. 	<ul style="list-style-type: none"> - Follows familiar, routine instructions independently (e.g., choosing lunch, putting bags away, and tidying up)
	On Track Check Point 2	On Track Check Point 2	On Track Check Point 2
<ul style="list-style-type: none"> - Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other and being assertive. - Considers the feelings of others 	<ul style="list-style-type: none"> - Controls their impulses when waiting for their turn, with little reminders. 	<ul style="list-style-type: none"> - Follows two-step instructions. 	
On Track Check Point 3	On Track Check Point 3	On Track Check Point 3	
<ul style="list-style-type: none"> - Thinks about the perspectives of others, with some support - Moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> - Waits with increased patience, when necessary, e.g., when waiting for an iPad. - Controls their feelings when they are upset or angry, and can identify ways to self-regulate, e.g., going to reflection area, breathing exercises etc. 	<ul style="list-style-type: none"> - Follows instructions, even when engaged in their own activity, with little reminders needed. 	
ELG:	ELG:	ELG:	
<p style="color: #00AEEF; font-weight: bold;">Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p style="color: #00AEEF; font-weight: bold;">Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p style="color: #00AEEF; font-weight: bold;">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.</p>	
Provisions:	<p>Discussions, collective worship, books, small world, role play, throughout play and work with each other, PSHE Jigsaw</p>	<p>Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self-esteem support, class and school rules, various praising techniques (dojo points, certificates etc), PSHE Jigsaw</p>	<p>Adult focused time Joining in with class routines</p>

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Managing Self			
	Baseline	Baseline	
	- Joins in with a new activity when invited by an adult	- Follows a simple instruction as part of a group, e.g. sit down, let's go outside	- Takes off own coat - Pulls down pants to use toilet - Put on shoes without fastening (may be wrong foot) - Pull up garments on independently
	On Track Check Point 1	On Track Check Point 1	On Track Check Point 1
	- Tries new activities with peers.	- Abides by most of the rules of the classroom - Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset	- Puts on own shoes and fastens if Velcro - Pulls zips up and down, but may need help to insert or separate - Uses the toilet independently and wash their hands well, knowing why this is important. - Discusses healthy food choices. - Takes part in a variety of exercise
	On Track Check Point 2	On Track Check Point 2	On Track Check Point 2
- Beginning to persevere when something is challenging. - Tries in new activities independently	- Understands that rules are there to keep us safe and to make things fair	- Jumper on/off independently but may be back to front - Fastens zip independently, with little help. - Sorts healthy foods from less nutritional food - Knows that exercise strengthens your heart and makes you fitter - Understands aspects of road safety	
On Track Check Point 3	On Track Check Point 3	On Track Check Point 3	
- Enjoys more challenging activities and set goals for themselves that stretch their abilities. - Tries different approaches when solving problems and be able to discuss what they have done.	- Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence	- Dresses and undresses independently but may still need help with small buttons and laces. - Talks about how to be safe around water and in the sun	
ELG:	ELG:	ELG:	
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Explain the reasons for rules, know right from wrong and try to behave accordingly	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
Provisions	New experiences and engaging activities based on pupil's interests, PSHE Jigsaw	Dojo points, rules, class reward and consequences, PSHE Jigsaw	
		Dressing up, snack time, roleplaying shops and cooking, cooking sessions, P.E. lessons, bikes, playground, toilets, PSHE Jigsaw	

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Building Relationships			
	Baseline	Baseline	
	<ul style="list-style-type: none"> - Plays alongside peers - Asks if they want something someone else has 	<ul style="list-style-type: none"> - Plays alongside new peers and 'with' familiar peers. - Shows interest in their new peers. - Is pleased to see some children and or adults - Speaks to peers within a game or activity - Allows an adult to comfort them 	<ul style="list-style-type: none"> - Can identify emotions in others - Shows empathy in simple ways, e.g. puts an arm around another child who is crying
	On Track Check Point 1	On Track Check Point 1	On Track Check Point 1
	<ul style="list-style-type: none"> - Take turns, with adult support, e.g. when playing a board game 	<ul style="list-style-type: none"> - Asks for help from a familiar adult - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play 	<ul style="list-style-type: none"> - Expresses their feelings in an appropriate way - Shows empathy in simple ways, e.g., finding an adult for a child who is hurt. - Begin to understand that different children have different viewpoints and opinions.
	On Track Check Point 2	On Track Check Point 2	On Track Check Point 2
<ul style="list-style-type: none"> - Takes turns when playing a game without adult support - Wait with increased patience, when necessary, e.g. When waiting for a turn on the iPad. - Holds back and forth conversations, listening to their peers' ideas and responding appropriately. 	<ul style="list-style-type: none"> - Will explain to another child if they don't like what they are doing, with some guidance. - Understands that we may not always like everyone, but we still need to treat them with respect and be kind to them. 	<ul style="list-style-type: none"> - Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings 	
On Track Check Point 3	On Track Check Point 3	On Track Check Point 3	
<ul style="list-style-type: none"> - Beginning to solve small conflicts through speaking to each other and being assertive, e.g., "Stop that, I don't like it" or "Can I have a turn when you are finished?" 	<ul style="list-style-type: none"> - Is outgoing and will help others. - Formed relationships with their peers, with clear friendships. - Formed positive and effective relationships with key adults. 	<ul style="list-style-type: none"> - Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way 	
ELG:	ELG:	ELG:	
Work and play cooperatively and take turns with others	Form positive attachments to adults and friendships with peers	Show sensitivity to their own and to others' needs	
Provisions			
<p>Provide opportunity for independent play</p> <p>Encourage children to find resolutions and compromises by supporting discussion</p> <p>Game opportunities for turn taking e.g. card and board games, PSHE Jigsaw</p>	<p>Collective worship, working in different groupings, team building activities, parachute, trips, and visits, PSHE Jigsaw</p>	<p>Collective worship, reflection areas, RE curriculum, PSHE Jigsaw</p>	