



EYFS progression - links to PSHE

Relevant Early Learning Goals	KS1 National Curriculum Objective - Relationship and health education
<p>Personal, Social and Emotional Development: Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> • 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. <p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • how important friendships are in making us feel happy and secure, and how people choose and make friends • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • the conventions of courtesy and manners • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to recognise and report feelings of being unsafe or feeling bad about any adult • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • the characteristics and mental and physical benefits of an active lifestyle • what constitutes a healthy diet (including understanding calories and other nutritional content) • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Personal, social and emotional development (Prime area)						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step Instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					
Managing - self	<p>To wash hands Independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support (parental input)</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> <p>To change for forest school, wet weather or outside play with help (zips, buttons, etc.)</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing Buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Forest School (parental input)</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' Attitude</p> <p>To put uniform on and do up zippers, buttons and buckles independently</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 own basic hygiene & personal needs, including dressing, going to the toilet, understanding the importance of healthy food choices. 					
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p> <p>To play alongside others who are engaged in the same game</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>To use a sand timer to help when sharing</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					