



'Free to Flourish'

Roe Lee Park P.S.H.E. Progression Document 20 21



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E.Y.F.S. P.S.H.E. Progression document

Making Relationships

Birth to three.	Three and four year olds.	Reception age.
<ol style="list-style-type: none"> 1. Enjoys the company of others and seeks contact with others from birth. 2. Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. 3. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. 4. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. 5. Responds to what carer is paying attention to, e.g. following their gaze. 6. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 7. Seeks to gain attention in a variety of ways, drawing others into social interaction. 8. Builds relationships with special people. 9. Is wary of unfamiliar people. 10. Interacts with others and explores new situations when supported by familiar person. 11. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 12. Plays alongside others. 13. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. 14. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 15. Interested in others' play and starting to join in. 16. Seeks out others to share experiences. 	<ol style="list-style-type: none"> 1. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 2. Initiates play, offering cues to peers to join them. 3. Keeps play going by responding to what others are saying or doing. 4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ol style="list-style-type: none"> 1. Initiates conversations, attends to and takes account of what others say. 2. Explains own knowledge and understanding, and asks appropriate questions of others. 3. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>



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17. Shows affection and concern for people who are special to them.		
18. May form a special friendship with another child.		

Self Confidence and Awareness.

Birth to three.	Three and four year olds.	Reception age.
<ol style="list-style-type: none"> Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach. Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 	<ol style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ol style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p>

Managing Feelings and Behaviour

Birth to three.	Three and four year olds.	Reception age.
<ol style="list-style-type: none"> Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling in to trusted adults. 	<ol style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. 	<ol style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort



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3. Calms from being upset when held, rocked, spoken or sung to with soothing voice.
4. Shows a range of emotions such as pleasure, fear and excitement.
5. Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
6. Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.
7. Growing ability to soothe themselves, and may like to use a comfort object.
8. Cooperates with caregiving experiences, e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries.
9. Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
10. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
11. Responds to a few appropriate boundaries, with encouragement and support.
12. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
13. Seeks comfort from familiar adults when needed.
14. Can express their own feelings such as sad, happy, cross, scared, worried.
15. Responds to the feelings and wishes of others.
16. Aware that some actions can hurt or harm others.
17. Tries to help or give comfort when others are distressed.
18. Shows understanding and cooperates with some boundaries and routines.
19. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
20. Growing ability to distract self when upset, e.g. by engaging in a new play activity

2. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
3. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
4. Can usually adapt behaviour to different events, social situations and changes in routine.

- another child when they realise they have upset them.
2. Aware of the boundaries set, and of behavioural expectations in the setting.
 3. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



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Making Relationships		Self Confidence and Awareness		Managing Feelings and Behaviour	
Nursery	Reception	Nursery	Reception	Nursery	Reception
<p>Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc.</p> <p>Show understanding that their actions can affect others and how they feel.</p> <p>Recognise that you are unique.</p> <p>Express your own likes, dislikes and preferences.</p> <p>Understands that we have lots of similarities and differences.</p> <p>Appreciate that others might think differently to us or believe in different things.</p> <p>Understand that bullying is something that happens again and again; and that it is not acceptable.</p> <p>Say why someone is special to me.</p> <p>Recognise ways in which my family/carer is special.</p> <p>Recognise what I am good at from what others tell me.</p> <p>Show a willingness to care about others.</p> <p>Learn when to say "thank you" and "sorry".</p>	<p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p> <p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell).</p> <p>That people's bodies and feelings can be hurt.</p>	<p>Name parts of the body, linked to their learning.</p> <p>Understand the idea of growing from young to old.</p> <p>Make simple choices between activities, foods, etc.</p> <p>Know when I feel well or unwell. Identify dangers in pictures e.g. around</p> <p>Make sure I am safe from household products, including medicines.</p> <p>Recognise people who look after me,</p> <p>Keep safe in different situations.</p> <p>Ask for help if I am worried about something.</p> <p>Keep things private and respect others'</p> <p>Follow school rules about health and safety.</p> <p>Follow basic emergency procedures.</p> <p>Keep safe in my local area and online.</p> <p>Protect my personal information.</p> <p>Explain what is appropriate to ask</p> <p>Keep physically and emotionally safe including road safety and safety in the</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.</p>	<p>Can take turns.</p> <p>Understand classroom rules and routines.</p> <p>Learn about some of the school rules, including medicines in school.</p> <p>Understand that we have different roles within school including being in charge of our tidy up areas.</p> <p>Take ownership of own learning and which areas I learn.</p> <p>We take care of our class environment. We show care and concern for our school environment.</p> <p>Recycle paper and plastic in my classroom.</p> <p>I understand that everything cost money so we need to look after our resources.</p>	<p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and the associated feelings (moving house, losing toys).</p>



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		<p>environment. Keep safe online.</p> <p>Differentiate between risk, danger and hazard.</p> <p>Recognise, predict and assess risks in different situations and decide how to manage them</p> <p>Influences on health and wellbeing the home.</p> <p>Shows awareness of keeping safe within the indoor and outdoor classroom.</p> <p>Learn and practise skills for maintaining hygiene.</p> <p>Learn about different food type- some healthy, some not. Aware that we need to drink, exercise and sleep to keep healthy.</p>			
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