



# Progression of Skills and Knowledge in PSHE



## Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

Personal, Social and Emotional Development										
	Nursery				Overlap		Reception		ELG	
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
Self-Regulation	Growing sense of will and determination. Listens and responds to simple information. Becomes frustrated if unable to communicate needs.	Cooperates with familiar boundaries and routines. Listens and responds to talk when playing alongside an adult or familiar <u>peers</u>	Expresses own preferences, needs and interests. Starting to recognise others basic feelings.	Shows more awareness of the feelings of others. Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. Able to shift attention to explore a self-chosen line of enquiry.	<u>Is able to</u> adapt behaviour to changes in familiar routine.	<u>Is able to</u> take turns, accepts the needs of others and is aware of the consequences of their actions. Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.	Growing sense of intent in activity, working towards the simple goals in mind with growing persistence	Confident to speak in a familiar group, will talk about their ideas/simple goals. Will choose the resources they need for their chosen activities and demonstrates persistence towards achieving their intended goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its <u>consequences</u>	Confident to speak in front of their class, are willing to take a risk, and understands this is part of learning. Reviews their work and suggests how this could be approached differently. Demonstrates resilience looking for their own way to move forward or overcome an issue. Knows some ways to manage their feelings and are beginning to use these to maintain control of their own <u>behaviour</u>	Show an understanding of their own feelings and those of <u>others</u> 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	With support will engage in symbolic play. Is able to feed themselves using a utensil <u>e.g.</u> using spoon or fork.	Attempts to communicate toilet needs.	Is becoming independent in self-care and manages this with support.	Attempts to dress self, addressing frustrations with adult <u>support</u>	Can manage self-care and dressing routines with increasing proficiency. Demonstrates a range of emotions and starting to manage these with adult support.	Selects and uses own resources, asks for help. Is dry and clean during the day and manages own basic hygiene. Becoming more aware of their own emotions and starting to develop strategies to manage these.	Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. Is willing to try something new. Shows an awareness and understanding of the effect of what they eat on the body.	Knows the importance of good health, and a healthy diet. Talks about ways to keep healthy and safe. <u>Is able to</u> recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses.	Knows about and can make healthy choices in relation to healthy <u>eating</u>	Be confident to try new activities and show independence, <u>resilience</u> 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 <u>toilet</u> and understanding the importance of healthy food choices.
Building Relationships	Parallel play present; plays contentedly near other children but not with them. Copies everyday adult activity.	Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.	Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults. Is confident to interact with others.	Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride	Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.	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

The knowledge and skills then feed into the KS1 curriculum shared below

## KS1&2 KNOWLEDGE, SKILLS AND UNDERSTANDING









