



EYFS to Year One Progression Document: PSE (PSHE - Kapow)



Self-Regulation ELG

- 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 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.

Building Relationships 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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<p>Making relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or 	<p>Following and Listening to Instructions</p> <p>Children begin to understand the importance of listening through games that require them to pay close attention to verbal instructions.</p> <p>Children will listen carefully to a familiar story and show understanding through retelling, questioning, and creative tasks. Children build trust and communication skills by guiding blindfolded peers using verbal commands.</p> <p>Children follow sequences of instructions to complete physical challenges, developing perseverance and teamwork.</p> <p>Self-Regulation</p> <p>Read <i>The Colour Monster</i> twice, prompting discussion on how feelings are represented by colours. Children respond to "Feelings Scenarios" by standing by the colour that matches how they'd feel. Whole-class circle time to share current feelings and why.</p> <p>Read <i>Story of Leena and Archie</i> and discuss the characters' feelings using colour-coded circles and hoops. Class discussion on physical and verbal coping strategies for anger and excitement.</p>	<p>Rules</p> <p>Choice</p> <p>Teacher</p> <p>Learn</p> <p>Line up</p> <p>Sit</p> <p>Wait</p> <p>Good listening</p> <p>Quiet voice</p> <p>Inside voice</p> <p>Turn</p> <p>Group</p> <p>Happy</p> <p>Sad</p> <p>Angry</p> <p>Scared</p> <p>Excited</p> <p>Worried</p> <p>Tired</p>	<p>Following and Listening to Instructions</p> <ul style="list-style-type: none"> - Know why honesty is important and how words can affect others' feelings. - Know how to give and receive instructions clearly and respectfully. - Know that teamwork, perseverance and careful listening help solve challenges. <p>Self Regulation: My Feelings</p> <ul style="list-style-type: none"> - know the name and describe at least six basic emotions and their associated colours. - Know facial expressions and emotion adjectives to specific feelings with increased accuracy. - Know at least two coping strategies when prompted (e.g., breathing, stamping). 	<p>Health and Wellbeing</p> <p>Identify a variety of emotions and what they feel/look like. That feelings can be managed with appropriate strategies. Their own qualities and strengths, and how to set goals</p> <p>Families and Relationships</p> <p>Discuss different family structures and describe how families show love and respect. Look at the qualities of a good friend and reflect on their own behaviour. Explore how to work cooperatively with peers and know the value of collaboration. Explore how to solve friendship problems using kind communication or seeking help when needed.</p>

<p>a child who has similar interest.</p> <p>Sense of self</p> <ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding emotions</p> <ul style="list-style-type: none"> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort 	<p>Children physically practise coping strategies such as calm breathing, stamping feet, or squeezing fists.</p> <p>Use mirrors and emotion cards in a guessing game. Take turns acting and identifying expressions. Match cards to feeling colours using prior knowledge from earlier lessons.</p> <p>Managing Self - Challenges</p> <p>To understand persistence and problem-solving when faced with difficulties. Building resilience through trial and error.</p> <p>Discuss school and classroom rules.</p> <p>Explore the concept of rules through gameplay (e.g., Snakes & Ladders, Ludo).</p> <p>Reflect on how rules affect fairness, enjoyment, and safety during the game.</p> <p>Adults facilitate problem-solving and teamwork through questioning and support.</p> <p>Children reflect on challenges and teamwork at the end.</p> <p>Managing Self – My Well-Being</p> <p>Children explore the meaning of "exercise."</p> <p>Observe body changes before and after movement activities (e.g. star jumps).</p> <p>Discuss different ways to exercise.</p> <p>Daily tasks (brushing teeth, getting dressed) help us stay healthy.</p> <p>Being independent builds confidence and wellbeing</p> <p>Pedestrian safety requires focus, listening, and caution.</p> <p>We follow rules to stay safe when outside.</p> <p>A balanced diet includes many food types that help different parts of the body.</p> <p>Healthy eating is about variety and trying new foods.</p> <p>Building Relationships – Special Relationships</p> <p>To talk about our families and understand that all families are valuable and special.</p> <p>To begin seeing themselves as valuable individuals.</p> <p>To name and describe people who are familiar to them.</p> <p>To identify people who are special to them outside their family.</p> <p>To talk about what it means to be valued and loved by others.</p> <p>Introduce sharing language and strategies (e.g., timers, taking turns).</p> <p>Circle time: children share one interest they enjoy.</p> <p>Others who share the same interest respond with "That's me!"</p> <p>Building Relationship – My Family</p>	<p>Calm Kind Sorry Proud Shy</p> <p>Name Age Family Friend Safe Help Stranger Private Touch Body Clean Healthy</p> <p>Share Take turns Listen Wait Help Kind Fair Friend Talk Play Include Respect</p> <p>Wash Brush (e.g., teeth, hair) Toilet Sleep Food Water Healthy Tidy Exercise Rest</p>	<p>Managing Self</p> <ul style="list-style-type: none"> Know when to show resilience when faced with challenges when working collaboratively and persist in problem-solving. Know how to identify when they feel worried or frustrated and use grounding techniques to self-regulate. Know to use positive self-talk and perseverance strategies when encountering difficulty. <p>Managing Self: Well-Being</p> <ul style="list-style-type: none"> Know why exercise is important. Know how to stay safe when walking near roads or crossing streets. Know healthy food choices and the benefits of a balanced diet. <p>Building Relationships – Special Relationships</p> <ul style="list-style-type: none"> Know the names of the people in their immediate family and describe why they are special. that they are unique and that differences between people should be celebrated. basic strategies for sharing and cooperating in group settings. 	<p>challenge gender stereotypes in a respectful way.</p> <p>Safety and Changing Body</p> <p>Taught about familiar adults in school and how to communicate with them respectfully.</p> <p>Know how to act appropriately when lost.</p> <p>Taught what an emergency is and how to make a 999 call.</p> <p>Citizenship</p> <p>Why rules are important and how they help us.</p> <p>That each person is unique but may share similarities with others.</p> <p>That respecting differences and showing kindness is part of being a good citizen.</p> <p>Economic Wellbeing</p> <p>What money is, what it looks like, and how it is used.</p> <p>The roles of different people who work in schools.</p> <p>That there are many different jobs in the community, and describe a job they aspire to do.</p>
--	---	---	--	--

	<p>Children share personal photographs or drawings of special events. Explore different cultural and religious festivals through stories, songs, foods, costumes, music, and crafts. Discuss real-life experiences with sharing. Practical sharing activities with cubes in groups. Use adjective cards to sort “good friend” traits into a friendship soup. Group discussion around emotions and difficult behaviours.</p> <p>Red = Child Initiated Play</p>	<p>Lunch Snack</p>		
--	--	------------------------	--	--

Personal, Social, and Emotional Development supports children in developing a strong sense of self and forming positive relationships with others. It encourages respect, emotional awareness, social interaction, and confidence. Children learn to recognise and manage their feelings, understand appropriate behaviour in group settings, and believe in their capabilities. This is nurtured through clear modelling of positive behaviour, and by offering collaborative play and exploration opportunities both indoors and outdoors. Through these rich and varied experiences, children begin to develop the emotional resilience, social competence, and self-awareness essential for lifelong learning and wellbeing.

High-quality texts are used as a key stimulus for whole-class discussions, exploring a wide range of themes such as friendship, personal safety, and special events. This approach lays a strong foundation for Personal, Social, Health and Economic education in Year 1.