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Farndon Primary School

PSED progress model for knowledge and skills

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|  | **Expectations for Nursery** | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
| **Self-regulation/Making relationships** | Can talk about the feelings ‘happy’ and ‘sad’ | Can talk about some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | | Continues to develop a wider awareness of their own feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | | To be aware of synonyms for previously learnt feelings | **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly**  **Show sensitivity to their own and to others’ needs** | PSHE Association: H11, H12, H13, H14, H15, H16, H18, H19  PSHE Association: R6, R7, R8, R9, R22, H22, R14, R15, R19, R20 |
| Recognises when they might be ‘happy’ or ‘sad’ | Can recognise when they feel some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | Responds appropriately to some feelings | Recognises when they feel a wider range of feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | | Responds appropriately to a wider range of feelings |
| Begins to understand how others might be feeling | Offers comfort when others are distressed | Recognise the feelings of characters in stories | Begin to understand their actions have a consequence | Recognise when and how they need to respond to a friend, showing sensitivity when needed | Can offer reasons for how a person is feeling |
| Celebrates accomplishments of goals | Beginning to develop an ‘I can’t do it yet’ attitude | Continue to develop an ‘I can’t do it yet’ attitude by doing something difficult that they want to achieve | | Can persevere to reach their intended goal | Shows perseverance and resilience in the face of challenge | **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate**  **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**  **Work and play cooperatively and take turns with others**  **Form positive attachments to adults and friendships with peers** |
| Takes turns in 1:1 activities with support | Takes turns in small group activities with support | Takes turns in 1:1 and small group activities without support | Takes turns in games and group activities with support | Takes turns in games and group activities without support | Initiates unstructured play and accepts the roles of others |
| Sometimes shares resources with adults | Knows to ask for adult support when needed | Helps to finds solutions to conflicts and rivalries, such as accepting that no everyone can be Spiderman | | Suggests alternative ideas to solve problems | Negotiates and solves problems without aggression |
| Develops confidence with a familiar adult and separates from main care giver | Develops confidence to talk to familiar adults about interests and wants, such as asks for help | Begins to communicate in a socially acceptable way, e.g. by saying their name first or saying ‘excuse me’ | Develops confidence when speaking to unfamiliar adults | Can say when they do or don’t need help | Thinks about the perspective of others |
| Selects and uses resources independently to support their solitary play | Develops confidence to play alongside another child during self chosen activities | Starts to interact with others during play, engaged in the same themes | | Starts to accept the needs and ideas of others during co-operative play | Initiates unstructured play and accepts the roles of others |
| Is able to focus on one activity | Is able to focus on one activity and stop when asked to listen | Can shift focus of attention from one activity/instruction to another | | Can complete a task and understand an instruction at the same time in 1:1 situations | Can complete a task and understand an instruction at the same time in group situations | **Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions** |
| Can follow instructions involving 1-2 information carrying words | | Can follow instructions involving 2-3 information carrying words | | Can follow instructions involving 3-4 information carrying words | |
| **Managing self** | Has an awareness of rules and routines | Begins to understand right and wrong with adult modelling. | Can increasingly follow rules independently | | Have an awareness of rules and why we need to follow them. | Can remind friends of the rules when needed. | **Explain the reasons for rules, know right from wrong and try to behave accordingly** |
| See PD Skills Progression | | | | | | **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices** |
| Is aware of healthy and unhealthy foods  Independently accesses the outdoor area for exercise and knows why we need to exercise | | Makes healthy choices | Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands | Is able to explain the effects of exercise, sleep and reducing screen time | Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth |
| **Vocabulary** | PSHE: Feelings, healthy, unhealthy  SMSC: different, same, fair | | | | | | |  |