

PSED Progression

Pre-School	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Self-Regulation ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>- 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.</li></ul> <p><b>Managing Self ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li><li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><b>Building Relationships ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>- Work and play cooperatively and take turns with others;</li><li>- Form positive attachments to adults and friendships with peers;</li><li>- Show sensitivity to their own and to others' needs.</li></ul>							
<b>Progression of skills and knowledge</b>	<b>N1</b> <ul style="list-style-type: none"><li>• Separate from main carer with some support and encouragement from a familiar adult</li><li>• Become interested in other children and show an interest in playing together</li><li>• Seek comfort from familiar adults when needed.</li><li>• Find ways to calm themselves and begin to self-regulate</li></ul>		<b>N1</b> <ul style="list-style-type: none"><li>• Begin to show empathy towards people who are special to them</li><li>• Begin to form a friendship with another child</li><li>• Begin to try new things</li><li>• To show an awareness of what a potty or toilet is used for.</li></ul>		<b>N1</b> <ul style="list-style-type: none"><li>• To demonstrate friendly behaviour, and begin to initiate conversations with peers and familiar adults.</li><li>• To show increasing control in being able to adapt behaviour and emotions to changing situations.</li><li>• Become increasingly independent and take pride in their accomplishments</li><li>• To indicate the need for the toilet by behaviour and tolerates sitting on potty or toilet</li></ul>		
	<b>N2</b> <ul style="list-style-type: none"><li>• To begin to show a growing awareness that others have feelings through stories and puppet play.</li><li>• Developing independence by selecting own resources.</li><li>• Beginning to share take turns and to respond to others in an appropriate manner.</li><li>• To develop a sense of self and begin to notice differences between themselves and others.</li><li>• To begin to show independence when washing hands.</li><li>• Turns taps on and off and dries hands after washing.</li><li>• Toilet trained with infrequent accidents</li></ul>		<b>N2</b> <ul style="list-style-type: none"><li>• Separates from main carer with confidence</li><li>• Beginning to express own preferences and interests through language, and role play.</li><li>• Beginning to adapt behaviour in different situations.</li><li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play</li><li>• Able to express their needs and ask adults for help</li><li>• Asks for toilet using voice, gesture or action.</li><li>• Usually able to control bowel with occasional accidents. Pulls down own pants when using the toilet, waits to be wiped then flushes toilet with support.</li></ul>		<b>N2</b> <ul style="list-style-type: none"><li>• Able to form good relationships with peers and develop an understanding of the importance of sharing and taking turns.</li><li>• Takes turns more readily with reminders and does not always need an adult to remind them of a rule</li><li>• Is confident in seeking comfort, reassurance and help from special people.</li><li>• Demonstrates friendly behaviour, initiates conversations with peers and familiar adults.</li><li>• Shows increasing control in being able to adapt behaviour and emotions to changing situations. (Transition to school.)</li><li>• Helps with food preparation and is beginning to understand the need for a variety in food and eats a healthy range of foods.</li></ul>		
<b>Planning</b>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Share our emotion visual aids and Octopus, Happy . What makes the children happy/ Blowing out our candles'</li><li>- Pass on a happy face activity at circle time</li><li>- Behaviour books</li><li>- Preschool rules and expected behaviour in the setting.</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Washing hands</li><li>- Teeth cleaning</li><li>- Healthy/non healthy foods</li><li>- PANTS rule - Pantasaurus song</li><li>- Toilet training</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Preschool lotto.</li><li>- Playing games with 1 other and in small groups. - shopping game, healthy lunch game.</li></ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Share our emotions visual aids, Happy , sad octopus. What makes the children happy/sad</li><li>- Blowing out our candles'</li><li>- Pass on a happy or sad face activity at circle time</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Encourage independence</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Encourage turn taking and sharing</li><li>- Building relationships with key children</li></ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Baby Bears Feelings (sad) . Share own experiences</li><li>- Preschool rules and expected behaviour in the setting. Relate discussions to the stories we are reading (Goldilocks and the Gingerbread man)</li><li>- Daddy Bears feelings (cross) Share own experiences</li><li>- Pass the heart activity – Share own experiences</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Encourage independence</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Team work to build dens</li><li>- Role-play props in the home corner - retelling the story and extend their ideas</li></ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Chicks and Guinea pig in setting - Feelings (scared) . Share own experiences of feeling Scared, welcome and happy?</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Encourage independence</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Playing games with 1 other and in small groups e.g. rolling/throwing balls, Peppa pig/pop up pirate.</li><li>- Communication groups</li></ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Puppet play with theatre, emotion puppets,</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Children to help at snack time and use child safe cutlery to chop, slice and spread.</li><li>- In circle time - What caterpillars and butterflies need to stay healthy and well.</li><li>- Discuss food choices during snack and lunch time.</li><li>- Encourage independence</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Playing games with 1 other and in small groups. – Mini beast lotto</li><li>- Communication groups</li></ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"><li>- Puppet play with theatre, emotion puppets, actining how we feel and how others feel.</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Children to help at snack time and use child safe cutlery to chop, slice and spread.</li><li>- Encourage independence</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Playing games with 1 other and in small groups. seaside game, little bus lotto, The rocket game.</li><li>- Communication groups with children who are struggling to build relationships</li><li>- Turn taking using timer with remote controlled vehicles</li></ul>	
<b>Vocabulary</b>	Happy Kind Healthy unhealthy	Sad Worried Help Take turns	Cross Love friends	Scared			Brave
<b>Stories and Rhymes</b>	<b>Stories</b> Behaviour series of books Dirty Bertie What makes me happy Sahir goes to the dentist Handas surprise Who's in the loo Why do we need a potty Kindness is my superpower <b>Rhymes</b> If your Happy and you know it Friendship song	<b>Stories</b> Worries are like clouds Silly Billy Don't worry Hugless Douglas Who's in the loo Why do we need a potty What are feelings Why do I feel sad <b>Rhymes</b> Friendship song	<b>Stories</b> Anyone can be my friend Thank you for being my friend Marvin gets mad Who's in the loo Why do we need a potty What are feelings <b>Rhymes</b> Friendship song	<b>Stories</b> Kindness makes us strong I'm not scared Who's in the loo Why do we need a potty What are feelings <b>Rhymes</b> Friendship song	<b>Stories</b> When I grow up Mae among the stars Dream big What are feelings <b>Rhymes</b> Friendship song	<b>Stories</b> Funny face The making of Milton What are feelings <b>Rhymes</b> Friendship song	

PSED Progression

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Progression of skills and knowledge	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others Understand the reason for rules and know right from wrong Children transition into the classroom, separating from parent/carers		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body		Think about the perspectives of others. Manage their own needs. How to keep fit and well Transition to Year 1	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Planning	<p><b>Focused learning behaviours, expectations and routines:</b> Strong gorilla sitting Good listening Stopping when hearing tambourine Introduce and model daily routines: Washing hands Hanging up coat Tidying up Choose it, Use it, Put it away Lunchtime routine Character count: compassion (looking after each other)</p> <p><b>My Feelings PSHE sessions:</b> Lesson 1: Identifying my feelings Lesson 2: Feelings jars Lesson 3: Coping strategies Lesson 4: Describing feelings Lesson 5: Facial expressions Lesson 6: Creating a calm corner</p> <p><b>Story-led conversations:</b> How am I feeling What to do when I am worried. Making good choices. 'Kind' book to introduce school rules Pantasaurus NSPCC</p> <p>Commando Joes lessons and Character Count challenges that focus on: bravery, compassion, resilience and ambition</p>	<p><b>Focused learning behaviours, expectations and routines:</b> Waiting your turn Raising hand during lessons Lining up Character count: bravery</p> <p><b>Listening and Following Instructions PSHE sessions:</b> Lesson 1: Simon says Lesson 2: Listening to a story Lesson 3: Pass the whisper Lesson 4: Obstacle race Lesson 5: Blindfold walk Lesson 6: Treasure hunt</p> <p><b>Story-led conversations:</b> What makes our community different and special – unique. Why is diversity special? Gender stereotypes Ableism Different skin colour Different families 'Respectful Ninja' and 'Consent' books to introduce school rules</p>	<p><b>Focused learning behaviours, expectations and routines:</b> Perseverance Joining in Character count: resilience</p> <p><b>Taking on Challenges PSHE sessions:</b> Lesson 1: Why do we have rules? Lesson 2: Building towers Lesson 3: Team den building Lesson 4: Grounding Lesson 5: Team races Lesson 6: Circus skills</p> <p><b>Story-led conversations:</b> Consent Telling the truth Different languages Being a good sport</p> <p>Commando Joes lessons and Character Count challenges that focus on: bravery, compassion, resilience and ambition</p>	<p><b>Focused learning behaviours, expectations and routines:</b> Sharing Helping others Resolve conflict (negotiation and compromise) Character count: compassion (looking after our world)</p> <p><b>My Family and Friends PSHE sessions:</b> Lesson 1: Festivals Lesson 2: Sharing Lesson 3: What makes a good friend? Lesson 4: Being a good friend Lesson 5: Teamwork Lesson 6: Celebrating friendships</p> <p><b>Story-led conversations:</b> Friendships Looking after our environment and our animals</p>	<p><b>Focused learning behaviours, expectations and routines:</b> Job roles in the classroom Using manners Clearing away lunch time tray Chaarcter count: ambition Sitting at a table for whole class writing</p> <p><b>Special Relationships PSHE sessions:</b> Lesson 1: My family Lesson 2: Special people Lesson 3: Sharing Lesson 4: I am unique Lesson 5: My interests Lesson 6: Similarities and differences</p> <p><b>Story-led conversations:</b> Consent Life in different countries and cultures Friendships</p> <p>Commando Joes lessons and Character Count challenges that focus on: bravery, compassion, resilience and ambition</p>	<p><b>Focused learning behaviours, expectations and routines:</b> Understand different points of view Repair relationships Assemblies Boundaries on the big playground</p> <p><b>My Well-Being PSHE sessions:</b> Lesson 1: What is exercise? Lesson 2: Yoga and relaxation Lesson 3: Looking after ourselves Lesson 4: Being a safe pedestrian Lesson 5: Eating healthily Lesson 6: A rainbow of food</p> <p><b>Story-led conversations:</b> Healthy eating Staying safe</p>
Vocabulary	Emotions Sad, happy, scared, worried, confused, calm, excited Kindness	Respect Diversity Celebrate Difference Unique	Resilience Perseverance Challenges Ambition Consent	Friendship Teamwork Pollution	Respect Tolerant Compassionate Unique Same/different	Healthy Exercise Pedestrian
Stories and Rhymes	The Bad Seed Ruby's Worry The colour Monster Kind Respectful Ninja First Day at School	Wonder! We Are Family Flamingo Is Brave Little people, Big Minds - Ru Paul Happy in Our Skin Monkey Needs to Listen	Tiger has a Tantrum Hippo Owns Up Chocolate Milk, Por Favor	Giraffe is Left Out Someone Swallowed Stanley Little People, Big Dreams - David Attenborough Let's Investigate Plastic Pollution Captain Green and the Plastic Scene Clean Up!	All aboard for the Bobo Road Where 3 Oceans Meet In My mosque The Proudest Blue	The Gingerbread Man The Enormous Turnip