

# Stechford Primary School



## PSED Knowledge and Skills Progression Overview

	Expectations for 3-4 Yr Olds		Expectations for Reception			ELG	Links to KS1	
Self-regulation/Building 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	<b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</b>  <b>Show sensitivity to their own and to others' needs</b>	See RSE Primary Curriculum – By End of Primary Objectives for :  Families and People Who Care For Me Caring Friendships Respectful Relationships Online Relationships Being safe  School's PSHE Yearly Objective Overview, linked to SCARF curriculum outlines which objectives are covered through which Yr 1 sessions.	
	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		<b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</b>
	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 find 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	<b>Work and play cooperatively and take turns with others</b>		

	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	<b>Form positive attachments to adults and friendships with peers</b>
	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	<b>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</b>	
	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.	<b>Explain the reasons for rules, know right from wrong and try to behave accordingly</b>	
	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	<b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</b>	

	See PD Skills Progression					<b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b>	
	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						