



DETERMINATION RESPECT EMPOWERMENT APPRECIATION MOTIVATION SAFETY  
**IF YOU CAN DREAM IT, YOU CAN DO IT!**

## PSED- Progression and skills

### Key texts to unlock the learning



# Curriculum end goals

ELGs PSED	Relationships Education (RSE) Primary Guidance
<p><b>Self-Regulation</b></p> <p>Children at the expected level of development will</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</b></p> <p>Children at the expected level of development will:</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</b></p> <p>Children at the expected level of development will:</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>	<p><b>Families and people who care for me</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful relationships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>▪ Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>▪ Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>▪ May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</li> <li>▪ Find ways of managing transitions, for example from their parent to their key person.</li> <li>▪ Be increasingly able to talk about and manage their emotions but may still act rather than talk during periods of frustration.</li> <li>▪ Safely explore emotions beyond their normal range through play and stories.</li> <li>▪ Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</li> <li>▪ Talk about their feelings in more elaborated ways: "I'm sad because..." or "It makes me happy when ...".</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one.</li> <li>▪ Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished?</li> <li>▪ Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it.</li> <li>▪ Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings.</li> <li>▪ Look to a supportive adult for help to solve conflicts with peers.</li> <li>▪ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>▪ Increasingly express their emotions through words rather than actions.</li> <li>▪ Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</li> <li>▪ May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>▪ Talks about their own and others' feelings and behaviour and its consequences.</li> <li>▪ Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</li> <li>▪ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>▪ Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li> <li>▪ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</li> <li>▪ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</li> <li>▪ May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> </ul>
<b>Essential vocabulary</b>	sad, happy, angry, cross, hurt, kind	take turns, share, help, worried, scared, excited	fear, surprise, nervous, consequence, conflict

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>▪ Know their own name, their preferences and interests and is becoming aware of their unique abilities.</li> <li>▪ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>▪ Show autonomy - through asserting their ideas and making choices and decisions.</li> <li>▪ Experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</li> <li>▪ Try new things.</li> <li>▪ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>▪ Is gradually learning that actions have consequences but not always the consequences the child hopes for.</li> <li>▪ Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enjoys a sense of belonging through getting involved in daily tasks.</li> <li>▪ Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</li> <li>▪ Is sensitive to others' messages of appreciation or criticism.</li> <li>▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>▪ Show more confidence in new social situations.</li> <li>▪ Increasingly follow rules, understanding why they are important.</li> <li>▪ Remember rules without needing an adult to remind them.</li> <li>▪ Show their confidence through taking risks and trying new things or new social situations.</li> <li>▪ Able to express their needs and ask adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognises that they belong to different communities and social groups and communicates freely about own home and their community.</li> <li>▪ Is sensitive to prejudice and discrimination.</li> <li>▪ See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</li> <li>▪ Show resilience and perseverance in the face of challenge.</li> <li>▪ Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>▪ Has a clear idea about what they want to do in their play and how they want to go about it.</li> <li>▪ Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</li> </ul>
<b>Essential vocabulary</b>	same, different, choose, help, me / myself / I	difference, choice, confident, rule, ask,	community, group, belong, challenge, persevere (keep trying)

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>▪ Engage with others through gestures, gaze and talk.</li> <li>▪ Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see.</li> <li>▪ Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</li> <li>▪ Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> <li>▪ Enjoy the company of other children and wants to play with them.</li> <li>▪ Choose to play with a child who has a similar interest.</li> <li>▪ Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek out companionship with adults and other children.</li> <li>▪ Use their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>▪ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>▪ Develop their sense of responsibility and membership of a community, e.g. through helping to tidy up / joining in fully with class routines.</li> <li>▪ Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>▪ Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.</li> <li>▪ Play with one or more other children, extending and elaborating play ideas.</li> <li>▪ Beginning to develop specific friendships.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build constructive and respectful relationships.</li> <li>▪ Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</li> <li>▪ Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ Know that families are important for children growing up because they can give love, security and stability.</li> <li>▪ Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul> <p>*Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p>
<b>Essential vocabulary</b>	care, kind, play, share, friend	behaviour, friendship, problem, turn taking	relationship, difference, lonely, respect, belief



What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<b>Health and Self-Care</b>	<ul style="list-style-type: none"> <li>▪ Feeds self competently.</li> <li>▪ Can hold a cup with two hands and drink well without spilling.</li> <li>▪ Beginning to name body parts.</li> <li>▪ Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</li> <li>▪ Develop increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</li> <li>▪ Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change baby's nappy.</li> <li>▪ Learn to use the toilet with help, and then independently.</li> <li>▪ Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats.</li> <li>▪ Begins to recognise danger and seeks the support and comfort of significant adults.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increasing fork and spoon control.</li> <li>▪ Willing to try a range of different textures and tastes and expresses a preference.</li> <li>▪ Beginning to understand healthy choices about food and drink.</li> <li>▪ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</li> <li>▪ Can wash and can dry hands effectively and understands why this is important.</li> <li>▪ Beginning to understand why we need to clean our teeth.</li> <li>▪ Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>▪ Can name and identify different parts of the body.</li> <li>▪ Observe and can describe in words or actions the effects of physical activity on their bodies.</li> <li>▪ Beginning to say in simple terms why we need to be active.</li> <li>▪ Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.</li> <li>▪ Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eat a healthy range of foodstuffs and understands need for variety in food.</li> <li>▪ Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</li> <li>▪ Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth.</li> <li>▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>▪ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> <li>▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing.</li> <li>▪ Shows understanding of how to transport and store equipment safely.</li> </ul>
<b>Essential vocabulary</b>	poo, wee, toilet, wash hands, clean	taste, dislike, clean teeth, hot, sweaty, safe	healthy, exercise, routine, safety, danger, hygiene