**PSED Progression Map**

**Lockington CE VC Primary School**

 

Blue objectives are for 3 and 4 year olds, black objectives are for children in Reception.

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|  | Autumn Term | Spring Term | Summer Term |
| Self-Regulation | Select and use activities and resources, with help when needed.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.  Begin to understand how others might be feeling.  Express their feelings and consider the feelings of others.  Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.  Identify and moderate their own feelings socially and emotionally.  Develop appropriate ways to be assertive.  Talk with others to solve conflicts.  Can become engrossed in an activity and finds it difficult to switch attention to another task.  Can focus attention in a whole class group for a teaching session, e.g. phonics.  Is willing to keep trying if something is difficult or challenging. | Select and use activities and resources, with help when needed.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.  Begin to understand how others might be feeling.  Identify and moderate their own feelings socially and emotionally.  Can label and talk about own and others’ emotions.  Think about the perspectives of others.  Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.  Completes set challenges/tasks independently.  Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. | Select and use activities and resources, with help when needed.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.  Begin to understand how others might be feeling.  Identify and moderate their own feelings socially and emotionally.  **ELG Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  **ELG Self-Regulation**  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  **ELG Self-Regulation**  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 | Develop their sense of responsibility and membership of a community.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Show resilience and perseverance in the face of challenge.  Remember rules without needing an adult to remind them.  Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out new tasks.  Can select and use activities and resources.  Manage their own basic needs, go to the toilet independently when needed.  Washes hands without reminders.  To be able to dress self. | Develop their sense of responsibility and membership of a community.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Show resilience and perseverance in the face of challenge.  Manage their own needs.  To be able to make healthy food choices.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  More confident to tackle new challenges and with encouragement will keep going.  Follows school and class rules and can talk about their importance.  Knows some ways to keep healthy.  Enjoys responsibility of carrying out new tasks.  Can select and use activities and resources. | Develop their sense of responsibility and membership of a community.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Show resilience and perseverance in the face of challenge.  Manage their own needs.  Be confident to try new activities.  **ELG Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  **ELG Managing Self**  Explain the reasons for rules, know right from wrong and try to behave accordingly.  **ELG Managing Self**  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| Building Relationships | Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social settings.  Play with one or more other children, extending and elaborating play ideas.  Help to find conflicts and rivalries. For example, accepting that not everyone can be spider – man in the game and suggesting other ideas.  Shows confidence in asking adults for help.  Build constructive and respectful relationships.  Work and play co-operatively and take turns with others.  To share and think about the perspectives of others and understand how others might be feeling.  Express their feelings and consider the needs of others.  See themselves as a valuable individual.  Interacts with a variety of children and is building good relationships with adults and other children.  Is able to identify when another child is upset and respond appropriately.  Makes new friends in the class, and talks to adults to share news or as part of an activity. | Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social settings.  Play with one or more other children, extending and elaborating play ideas.  Help to find conflicts and rivalries. For example, accepting that not everyone can be spider – man in the game and suggesting other ideas.  To build and form positive, constructive and respectful relationships with other children from the setting.  Shows confidence in asking adults for help.  See themselves as a valuable individual.  Work and play co-operatively and take turns with others.  To share and think about the perspectives of others and understand how others might be feeling.  See themselves as a valuable individual. Talk about things they think they are good at or are proud of.  Express their feelings and consider the feelings of others.  Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.  Confident to talk to other children when playing and will communicate freely about home and community.  Uses words to solve conflicts.  Takes turns in group activities. Work and play cooperatively and take turns with others. | Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social settings.  Play with one or more other children, extending and elaborating play ideas.  Help to find conflicts and rivalries. For example, accepting that not everyone can be spider – man in the game and suggesting other ideas.  To build constructive and respectful relationships.  Work and play co-operatively and take turns with others.  Express their feelings and consider the needs of others.  To share and think about the perspectives of others and understand how others might be feeling.  See themselves as a valuable individual. Talk about things they think they are good at or are proud of.  **ELG Managing Self**  Work and play cooperatively and take turns with others.  **ELG Managing Self**  Form positive attachments to adults and friendships with peers.  **ELG Managing Self**  Show sensitivity to their own and to others’ needs. |