



Key Learning linked to PSED.

Key Learning Linked to Self-Regulation	Key Learning Linked to Building Relationships
Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.	Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.
Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate.	Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.
Respond – Follow instructions, requests, and ideas in a range of contexts and situations.	Use language – to negotiate, co-operate, plan and organise play, resolve conflict.
Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings.	Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.
Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.	Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.	Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.
Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.	



Key Learning Linked to Managing Self.

Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.	Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.
Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.	Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.
Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.	Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.
Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.	Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.
Responsibility – take care of their own belongings, take care of the belongings of others and class resources.	Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults.
Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.	

PSED Progression model



	Minimum expectations for Nursery			Minimum Expectations for Reception			Links to KS1 Curriculum
Self-regulation	Select and use activities and resources with help when needed.	Take responsibility in class e.g. for tidying up own activity.		Able to speak to others about their own needs, interests and opinions	Can describe what they can do well and are getting better at.	Can identify an emotion e.g. feeling cross and share how they dealt with it.	Support the importance of respecting others, promoting healthy friendships, keeping safe and promoting wellbeing.
Managing Self	Able to share views and needs in an appropriate way.	Able to participate in new social situations e.g. trip to Foxhill Bank.	To follow class rules without needing reminders.	Develop a can do attitude, not giving up when faced with a challenge.	Able to identify when rules have been broken and can explain the need for rules.	Able to manage own needs e.g. washing hands before snack without needing reminding.	
						Able to make own decisions about eating healthy food and brushing teeth.	
Building Relationships	Able to play in a group extending play ideas.	Talk about own feelings using words like- happy, sad, angry or worried.	To begin to solve conflicts e.g. not everyone can be Spiderman in a game.	Able to listen, support, share and cooperate with friends and peers. Understanding fairness and the need to compromise.	Say how they feel and share how others may feel in their class.	To be able to identify someone else's view and to accept it may not be the same as theirs.	
		To begin to identify other's feelings					