



# Great Orton Primary School

## PSE progress model for knowledge and skills

Minimum expectation for Nursery		Minimum expectation for Reception		ELG	Links to KS1
Can talk about the feelings 'happy' and 'sad'	Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings	<p>Articulates how they feel using age appropriate vocabulary</p> <p>Identifies and moderates their own feelings, socially and emotionally</p> <p>Expresses their feelings and considers those of others</p> <p>Thinks about the perspectives of others</p>	<b>ELG- Self-Regulation</b> <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>	
Recognises when they might be 'happy' or 'sad' and responds appropriately	<p>Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately</p> <p>Understands how they can manage 'uncomfortable' feelings appropriately</p>	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately	<p>Is able to ask for help for 'uncomfortable' feelings if they need to</p> <p>Tells others how they have made them feel</p>		

	Begins to understand how others might be feeling	Recognises the feelings of characters in stories	Beginning to recognise that animals have feelings too			
	Recognise when and how they need to respond to a friend, showing sensitivity when needed					
Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers	Children are able to explain what they are good at and what they need to practise	Children understand how they can improve	Sees themselves as a valuable individual			
Children celebrate accomplishment of goals	Children are developing resilience, trying to do something difficult which they want to achieve	Children persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge			
Takes turns in games and group activities with encouragement and support	Takes turns in games and group activities with some support	Takes turns in familiar games and group activities without support				
Understands that they need to wait their turn, using props to support them	Understands that they need to wait their turn and can anticipate when it is their turn	Watches the person who is speaking and knows when it is their turn to speak				

	during circle time					
Recognises their own belongings and knows to store their items on their peg	Puts their cardigan/jumper in a sensible place if they take it off	Beginning to name pieces of work that are theirs	Children know what belongs to them and stores items sensibly			
Children are responsible for bringing their book back each week		Children are responsible for bringing their reading books and homework back each week				
Children are responsible for maintaining the indoor and outdoor areas, including the allotment.		Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.	Manage their own needs		<b>ELG-Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Developing confidence	Shows confidence when playing with a friend	Shows confidence during whole class sessions		Shows confidence when playing in a small group and in new social situations		
	Asks a friend if they can play	Asks for help - 'Please can you help me do up my coat?'	Asks others if they need help - 'Would you like me to help you?'	Thinks about the perspectives of others		
Selects and uses activities and resources, with help, when needed.	Knows that they need some resources e.g. an apron for painting.	Selects and uses activities and resources without help.	Knows which resources they need to carry out their intended activity.			

Prompted to tidy up	Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.	Children know that they must put something away before getting something else out.	Children independently sweep, wipe and wash where required.		ELG- Behaviour <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>	
Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.		Children increasingly follow rules independently	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.			
Shows an interest in others	Plays alongside a friend	Plays with one or more other children, extending and elaborating on play ideas	Plays in a group, sharing and extending ideas			
Sometimes shares resources with adults and peers, sometimes requiring support	Shares resources with friends if they are asked for something	Offers to share resources - 'Would you like this...?'	Is able to explain the importance of sharing	Builds constructive and respectful relationships  Thinks about the perspectives of others		
Beginning to resolve conflicts, asking an adult if they need support	Resolving conflicts by themselves, where possible, and not retaliating	Developing appropriate ways of being assertive		Children are able to determine when a situation requires adult intervention		

Children begin communication with people by first saying their name or 'excuse me'.	Children do not need to be physical to get attention	Becomes more outgoing to unfamiliar people	Has an awareness of stranger danger		
<b>Sense of community</b>	<p>We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school.</p> <p>We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We also plan to support our local neighbourhood by helping to keep the area clean.</p>				