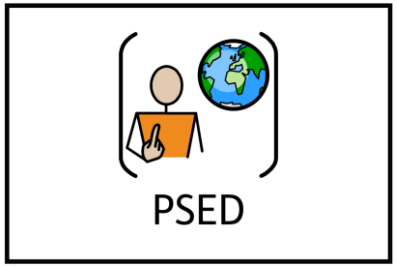
PSED

(Personal, Social and Emotional Development)

Progression Map

CLDD Curriculum Pathway

Non-Subject Specific



Key Vocabulary is identified in **bold.**

NB: It is recognised that children with CLDD/PMLD engage with learning in different ways, depending upon their various learning strengths and challenges. For this reason, this framework outlines coverage of knowledge and skills, but does not dictate how they should be delivered within the non-subject specific curriculum these pupils follow.

PSED:- CLDD Curriculum Pathway

Play Skills

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities to: • Learn about their physical self through exploratory play • **Play** with their hands and feet and movement • Accept an adult '**sharing**' an activity e.g. playing alongside them, sharing a motivating **toy** • Show an interest in adult's play e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. • Show interest in what peers are doing e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact • Explore **play** activities confidently when they feel secure in the presence of a familiar adult • Indicate a response during **play** activities through body language, vocalisation or expression • Experience playful interactions with key familiar people, through vocalisation or body language	Children are supported to: • **Play** cooperatively with a familiar adult, e.g. rolling a ball back and forth • **Share** an item with a peer • **Play** alone and alongside others • Show interest in being with others, and playing with other children • Watch an adult model **play** and begin to imitate some actions • Watch, follow and imitate others in their **play** • Use a familiar adult as a secure base from which to **explore** independently in new environments • Show interest in other children, watching them and interacting with them through offering **toys**, food etc, and by reaching for objects that another has • Attend to adult modelled play • Play a simple **game** with a peer with support • Engage in modelled pretend play with **toys**	Children learn to: • Show growing self-confidence through **playing** freely and with involvement with others • **Share** an item with a peer with minimal support • Independently copy play modelled by an adult • Invite and/or tolerate peers in their **play** • Begin to control an activity (**stop/start**) • Explore a wider range of **toys** and demonstrate purpose when **playing** with toys • Play a simple **game** within a group with adult support • Play independently on their own agenda • Imitate an adult's functional pretend play e.g. puppets, sensory stories, tea sets

PSED:- CLDD Curriculum Pathway

Building Relationships and Social Times

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities to: • Show their readiness to be social through using their sensory abilities; following movement and gazing at **faces** intently • Show awareness of the presence of others e.g. demonstrate a reaction to a child or adult that is near • Develop tolerance in the company of others, e.g. is able to sit alongside others without becoming upset • Develop shared attention to activity with support e.g. demonstrates their focus is directed in the same way and at the same time as another person • Allow them to share interest and attention by looking to where the adult is focusing their attention • Encourage them to respond to a greeting from a familiar person e.g. by gesture, touch, vocalisation, eye contact. • Indicate they want **play** routine to continue e.g. by gesture, touch, vocalisation, eye contact • Share space with class peers • Share space with an attentive adult	Children are supported to: • Show some anticipation through vocalisation/change in facial expression/body language during interactions initiates greeting a familiar person, through preferred method of communication with support • Explore the environment alongside peers look towards **photos** of class peers and familiar adults • Demonstrate a response to key, familiar people • Demonstrate a response to key, familiar areas within the school environment • Make a **choice** of person to engage in interaction or activity • Engage in brief, reciprocal interaction e.g. intensive interaction • Attend to a **group** activity with class peers • Focus attention on a shared point of interest during group activities • Demonstrate enjoyment during interactions and activities with preferred people	Children learn to: • Initiate interactions and greetings with familiar people, through preferred method of communication • Use functional communication skills with familiar people, through preferred method of communication • Respond consistently to key familiar **people** • Demonstrate enjoyment in the environment when interacting with peers and/or familiar adults • Engage in **group** activities with class peers • Choose a preferred peer to interact/**share** activities with • Demonstrate shared engagement and enjoyment during group activities • Engage in extend, reciprocal interaction e.g. intensive interaction

CLDD:- PSED Curriculum Pathway

Safety including Online Safety

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Support them to begin to show awareness of whole class routines with supports via OORs/photos/symbols • Help them to make a clear **choice** between two objects • Encourage the to respond to their **name** in familiar contexts • Enable them to begin to engage in cause-and-effect activities whilst **stopping** and **waiting** activities • Enable them to demonstrate their likes and dislike through body language or preferred communication style • Explore favourite apps and websites alongside an adult	Children are supported to: • Demonstrate a response to a familiar or preferred OOR/photo/symbol—when given OOR/photo/symbol pupil then goes to that place • Make a **choice** between four objects • Signal '**no'** through body language or preferred communication style to repeating an activity that they don't like • Ask for **help** during activities using gesture, symbols or language, with adult support • Begin to respond to **'stop'/'wait'** instructions, with adult support • Press button on a crossing when accessing the community • Wait their turn for use of technology • Respond to an adult who affirms 'good choices' in a range of activities, including when seeking to use technology • Request the use of technology • Respond to familiar, trusted adults in school	Children learn to: • Respond to simple key words instructions from an adult during familiar routines • Signal **no** and refusal using gestures, signs, symbols or language • Know their **name**, **school** and **class** • Explore signs and symbols for keeping **safe** • Identify safety signs and symbols for keeping **safe** in the environment • Use critical communication signs, symbols and gestures for **yes, no, wait and help** • Respond to critical communication signs, symbols and gestures for '**yes', 'no', 'wait' and 'help'** • Begin to recognise people/pictures/places which can help keep them **safe** *e.g. police, school etc* • Accept when their time on technology is 'finished'

CLDD:- PSED Curriculum Pathway		
Self Help Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to look towards an OoR, photo or symbol to represent a care routine e.g. **snack time, toilet, changing** • Develop an awareness of where the **toilet** is and participate in toileting sequence with full adult support • Support them to show awareness of feeding routines *e.g. recognize when packed lunch is taken from cupboard* • Encourage them to show awareness of items during feeding routine *e.g.* ***Spoon, cup, food, feeding bag*** • Support the to bring items to mouth during feeding routines *e.g.* ***cup*** *with* ***drink*** *in,* ***spoon*** *loaded by an adult, finger food* • Encourage them to accept adult support during care sequences e.g. **toileting, hand washing, dressing**	Children are supported to: • Begin to cooperate during **toileting** sequence e.g. standing to be wiped, moving legs to have a pad on • Transition to the **toilet** with support • Sit alongside peers during mealtimes • Attempt to **feed** self with a spoon and eats finger food independently • Recognise items during feeding routine *e.g.* ***Spoon, cup, food, feeding bag*** • Show anticipation when being **dressed** • Begin to participate in dressing sequences *e.g. offering arm when putting coat on, moving foot when shown socks*	Children learn to: • Begin to show some independence in toileting sequence e.g. begins to urinate or BM when they are sat on the **toilet**, begin to recognize toilet symbol • Indicate when they are **wet** and/or **soiled** • Request the **toilet** appropriately with some adult support • Transition to **toilet** independently • Sit at a **table** during mealtimes • **Feed** self independently by loading fork or spoon and bringing to mouth • Use both hands to **drink** from a cup • Begin to show independence during **dressing** sequences *e.g. pulling up trousers, putting on shoes, pulling down jumper, take off hat and gloves*

CLDD:- PSED Curriculum Pathway		
Managing Self and Self-Regulation		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Enable them to communicate basic emotions through making sounds, gesture or facial expressions e.g. **happy and sad** • Encourage them to express different feelings during different activities and routines e.g. happiness during play routines • Support them to respond to comfort from familiar adults through voice, physical presence and touch • Encourage them to use a comfort object, familiar people, routines or spaces to soothe themselves	Children are supported to: • Communicate a wider range of basic emotions through making sounds, gestures, facial expressions or body language e.g. **anger, excitement, tiredness** • Express positive and negative emotions through sounds, gestures, facial expressions or body language • Calm, alert or regulate behaviour in response to an environmental adaptation being made, a preferred item being given or having support by familiar adult • Use own strategies to self-regulate e.g. behaviours such as humming, spinning, rocking	Children learn to: • Experience and express a wider range of feelings with greater intensity, such as anger and frustration which can be overwhelming • Begin to regulate emotions with support • Begin to communicate emotions through consistent means of preferred expression • Name basic emotions through pictures, symbols or single words during activities e.g. **happy, sad, tired, angry, excited** • Respond positively to praise from preferred adults • Respond to a few appropriate boundaries and routines with encouragement and support • Show awareness that their actions can cause a response from others