Kingsland Primary School

PSED: Progression Map

Subject-specific Curriculum

Key Vocabulary is in **bold.** This is the typical vocabulary teachers will use in lessons. Some of this vocabulary may be used by pupils whose expressive language is at an appropriate level, but the expectation of pupils to do this will be judged by teachers with the overall communication needs of each pupil in mind. Key vocabulary is not identified on the first slide (social times & responsibilities) as the focus of this area is purely on skills and not subject knowledge.

The aim is to support pupils to understand some of this vocabulary over time. Relationships, Sex and Health Education (RSHE), British values, Safety and Wellbeing are incorporated into termly medium term plans, with additional sessions on RSHE where required and weekly play/safety sessions included as fundamental aspects of the curriculum.

N.B. whilst the coverage of knowledge & skills is the same between the SLD and subject-specific SCERTS curriculum pathways, SCERTS PSED teaching will often be within a functional context in line with overall aims and approaches of subject-specific SCERT-based teaching.

PSED framework of knowledge & skills:– SLD curriculum pathway **Skills for Life: Social Times & Responsibilities**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
♦ Recognise OOR/photos/symbols for key parts of the day	♦ Follow instructions using OOR/ symbols/photos/timetables	♦ Create a daily timetable/follow a familiar routine
♦ Participate in a daily 'job' (with full adult support)	♦ Participate in a daily 'job' (with less adult support)	♦ Independently carry out a daily 'job' in school
• Learn basic dressing and independence e.g. hand washing	♦ Follow instructions to prepare for activities e.g. collect toilet bag, put on coat for playtime (with prompts and some support)	♦ Recognise what utensils they require for an activity
		♦ Plan & prepare for an activity with more independence

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: Play and Safety

Experience & Explore

- Tolerate adult guidance & support to keep themselves **safe** in a familiar setting
- Follow key words to keep **safe** (e.g. **stop/go**) with adult support
- Recognise familiar people
- Respond to stories/songs about key body parts & begin to recognise key body parts when asked to find them as part of these activities
- Recognise class peers and share their interests with peers

Embed & Recall

- Keep themselves **safe** in a familiar setting (with some adult support)
- Know to ask for **help** if needed
- Label key body parts; recognise differences between **boys and girls**
- Develop **friendships and family** relationships
- Identify common interests

Awareness & Application in real life contexts

- Recognise who to ask for **help** if needed (emergency services/ stranger awareness)
- Recognise and begin to problem solve how to manage a **risk**
- Respond appropriately to **strangers** and less familiar adults
- Recognise differences between **public and private**
- Identify key changes to body during **puberty**
- Understand their relationships with others and how these differ

PSED framework of knowledge & skills:– SLD curriculum pathway

Experience & Explore

- Respond with curiosity to stimuli
- Respond with curiosity about basic emotions
- Demonstrate a consistent response to items which make them **happy/ sad**
- Demonstrate a response to indicate that they are ready for an activity
- Respond to **turn taking** (modelled by adults)
- Demonstrate **good listening** by becoming still /calm
- Demonstrate anticipation of and recognise **special people**
- Recognise key familiar people, through body language/facial expression
- Respond to stimuli (music) to elicit different feelings

Embed & Recall

- Identify things they are good at and identify ways we are all special/unique
- Demonstrate things they can do well and identify areas where they need **help**
- Identify when people are being **unkind**
- Recognise a behaviour which hurts others is **wrong**
- Identify how they are **feeling** and why
- Demonstrate they can **listen** to others
- Demonstrate they can **play** and **work** co-operatively and what they can do if they feel excluded
- Describe who makes up their **family** and how these people make them feel
- Demonstrate ways of **making up** after a disagreement

Skills for life: Self awareness Awareness & Application in real life contexts

- Describe themselves
- Identify own **hopes/aspirations** for the **future** and how they might be achieved
- Explain what is meant by **bullying** and recognise it can happen **online**
- Learn how to **help** if someone is being bullied
- Listen to other viewpoints and work collaboratively as a **team**
- Identify ways of improving practice, by offering constructive **feedback**
- Use positive strategies for what to do if someone is **unkind** to them
- Recognise difficulties in r**elationships** and who to tell if we are **worried** about something
- Demonstrate ways of treating themselves and others with **respect**

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: Self care and support

Experience & Explore

- Respond to stimuli and identify the people who look after them
- Accept **help** from a trusted adult to keep them **safe**
- Demonstrate different ways of communicating with others (**stranger** vs familiar person)
- Communicate to a familiar adult how they feel e.g. if they are **upset, tired or happy**
- Respond to different ways of communicating e.g. verbal, signing, gesture, symbols, objects of reference etc.
- Recognise items that **belong** to them

Embed & Recall

- Recognise and participate in some basic **self care** routines (brush teeth, get dressed etc)
- Recognise emotions when not feeling **safe**
- Identify people who can help keep them **safe** and how we know when to ask for **help**
- Describe simple **rules** for keeping **safe**
- Recognise what **trust** is and how we feel if we **trust** someone
- Identify who to tell someone if they are **sad/worried/ frightened**
- Demonstrate a range of ways of communicating (including **online**)
- Identify things we should never share online without checking first
- Recognise **personal** and **private** places
- Demonstrate how to ask to **borrow** or use something that belongs to someone else

Awareness & Application in real life contexts

- Be able to keep themselves and others **safe** in a range of situations/environments
- Recognise when a situation is an **emergency** and explain how to get help (first aider or **999**)
- Know they don't need to share information with anyone they do not wish to (degrees of trust)
- Know strategies for **saying 'no'**
- Show recognition of basic internet **rules**
- Be able to manage their own time (including time online)
- Be able to participate in familiar daily **routine** with minimal support
- Identify **basic rules** for **social media** and know who to report concerns to
- Recognise situations which they would expect to be **private**—know what they might do with others vs what they might do alone
- Understand we have a **right to keep our bodies private**
- Identify what they could do if they lost an item
- Understand there may be some things we are comfortable with **sharing** and some things we are not

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: Managing Feelings

Experience & Explore

- Explore a range of **feelings** through sensory activities
- Respond to facial expressions depicting basic feelings/emotions e.g. **happy/sad**
- Respond to items that make them **happy/cry/ sad**
- Demonstrate different ways of communicating basic feelings

Embed & Recall

- Describe some **good** (comfortable) and **not so good** (uncomfortable feelings)
- Know who can **help** them manage the not so good feelings
- Identify some cues which would help us to identify how others might be feeling
- Know how to make themselves feel better if feeling **sad/upset**

Awareness & Application in real life contexts

- Able to explain how they are **feeling** at different times
- Identify what makes them **worried, angry, upset, anxious and frightened**
- Identify simple ways to **help others** who are feeling upset and recognise importance of doing activities which make them happy
- Recognise no-one has the right to make them upset and that they can **say no** to things that they don't want to
- Demonstrate simple strategies to help themselves manage feelings in response to **change/ loss**

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: Growing and Changing

Experience & Explore

- Respond with curiosity about **babies**
- Identify some ways which trusted adults touch them as part of play, routine and daily care e.g. holding hands, assisting with changing, helping to feed, curriculum programmes (such as massage), sensory programmes
- Show responses if **unhappy/uncomfortable**
- Identify people from their **family**
- Move basic body parts with prompts

Embed & Recall

- Identify some differences between a **baby, child and adult**
- Identify things they can do now that they couldn't as a baby
- Recognise some main **body parts** and that bodies **change** as they **grow**
- Understand that bodies are own and that they need to seek **permission** before **touching** someone's body
- Recognise the difference between **acceptable/ unacceptable** and comfortable/ uncomfortable physical contact
- Know how to make someone know they **like/ don't like the touch**

Awareness & Application in real life contexts

- Identify stages of **life cycle**
- Know how to meet the basic **needs of babies, children, adults and older people**
- Recognise some of the physical and emotional **changes** that occur as they **grow up** (both **male** and **female**)
- Know who they can talk to about any issues/ concerns
- Be aware of features of a long term relationship, making informed **choices** & taking **responsibilities** e.g. housework, jobs, managing money, helping others
- Identify differences between **friendships** and **relationships**
- Recognise that relationships can look different (e.g. two **males/females** etc.)

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: Healthy Lifestyles

Experience & Explore

- Respond to what it means to be **healthy**
- Identify food **like/dislike**
- Co-operate with an adult when taking care of their bodies
- Recognise how to **feel** if they have not had enough sleep e.g. low energy, upset/angry, tearful
- Recognise they are in **pain/unwell** and how to communicate this to someone

Embed & Recall

- Identify examples of **healthy food** and why some foods are healthier than others
- Recognise the importance of simple **rules** for **sun safety**
- Demonstrate simple **hygiene routines**
- **I**dentify how physical activities make us **feel** and how they keep us **healthy**
- Understand the role of **sleep** in keeping us healthy
- Know that if unwell they may need to rest, see the **doctor** or go to **hospital**
- Recognise that **medicine** given by a trusted adult may help them
- Identify when **unwell** and what some of their symptoms are
- Know who they can speak to if feeling unwell
- Know that some things go on their **body** and some in their body

Awareness & Application in real life contexts

- Be able to explain and make choices about what a **healthy balanced diet** is and why eating too much 'occasional' food is bad for their body
- Recognise what influences our **food choices** (positive and negative)
- Understand the importance of taking care of their body and demonstrate how to do this
- Know why **hygiene routines** are important
- Recognise the significance of **harmful things** to the body (sun, electronic devices, lack of sleep, alcohol, drugs)
- Recognise that **medicine** comes in different forms and they should never take someone else's medicine
- Recognise their **right to say 'no'** and strategies they could use

PSED framework of knowledge & skills:– SLD curriculum pathway

Skills for life: The World I live in

Experience & Explore

- Show curiosity and identify physical **differences and similarities** between people
- Recognise **jobs** that key people do within school
- Demonstrate simple school **rules**
- Demonstrate ways to **care** for pets
- Identify different groups they belong to
- Exchange an item they are holding for another preferred object, during an interaction with an in adult

Embed & Recall

- Identify ways of **caring** for people/animals
- Describe things that all people have in common and recognise one **shared characteristic** between two people
- Describe a range of j**obs** and identify a job they may wish to do in the **future**
- Identify **rules** at home and school
- Identify **groups they belong to** and how being part of a group makes them feel
- Identify things which can be bought from a **shop**
- Recognise some **coins** and their value
- Participate in an activity to help **care** for their **environment**

Awareness & Application in real life contexts

- Recognise the importance of **caring** for others
- Identify possible reasons people may be **unkind** to others and how they can safely respond
- Recognise why they should be **kind,** including **online**
- Identify **roles** within the wider **community** and understand how these roles help the community
- Recognise their role in taking care of the **environment (including pollution, litter, vandalism)**
- Recognise the difference between a '**need**' and a '**want'**
- Recognise **different money** and how to keep it safe
- Understand how **rules** keep them **safe**