

Curriculum Area Progression Summary

Area of Learning: PSED – Managing feelings & behaviour



| Stage | Summary of key skills and knowledge to be acquired |
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| 1 | <ul style="list-style-type: none"> • Enjoys physical and emotional interaction • Shows a range of emotions and actively avoids some experiences. |
| 2 | <ul style="list-style-type: none"> • Shows strong emotions towards objects/actions • Begins to soothe self and express basic emotions. |
| 3 | <ul style="list-style-type: none"> • Begins to be aware of others feelings • Responds appropriately to familiar activities/boundaries. |
| 4 | <ul style="list-style-type: none"> • Begin to express emotions and with support use copying/regulation strategies. • Starts to understand boundaries and routines |
| 5 | <ul style="list-style-type: none"> • Beginning to understand the needs of others • Uses verbal language to request breaks/regulatory activities. |
| 6 | <ul style="list-style-type: none"> • Shows care and concern for others and starting to respond appropriately to others and • Shows understanding that their actions affect other people |
| 7 | <ul style="list-style-type: none"> • Relate to others and show awareness that people deal with feelings differently. • Aware that some behaviour is unacceptable and adjust accordingly. • Know the differences between public and private |
| 8 | <ul style="list-style-type: none"> • Starting to be aware of a wider range of emotions and rights from wrongs. • Share strategies that help to regulate their behaviour with others and describe how behaviour affects others. |
| 9 | <ul style="list-style-type: none"> • Recognise emotions in others and causes of emotions in selves and others. • More able to self-regulate and respond to emotional changes in others appropriately. • Behave in a socially acceptable way in the community and modify behaviour. |
| 10 | <ul style="list-style-type: none"> • Independent in managing feelings using a variety of strategies • Able to respond appropriately and proportionally to various triggers or problems. |
| 11 | <ul style="list-style-type: none"> • Accepting of others' opinions • Beginning to understand peer pressure and stereotypes • Articulates their rights and know how they should treat others • Knows where to seek advice and help regarding intimate relationships (KS4&5) |
| 12 | <ul style="list-style-type: none"> • Is able to give examples of strong emotions • Knows how what is said can impact how others feel and how we feel. • Can identify over the counter medicines and knows how to take care of themselves. |
| 13 | <ul style="list-style-type: none"> • Knows how to manage strong emotions |

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| | <ul style="list-style-type: none">• Knows about the special rules (laws) around drugs• Demonstrated simple strategies to help manage feelings• Able to apply self-regulation strategies for yellow zone independently |
| 14 | <ul style="list-style-type: none">• Recognise signs that we or someone we know might need help to cope with strong emotions and know whom to speak to.• Identify reliable sources of support• Describe what is meant by a habit or addiction in terms of substance misuse. |