

**Respect**

**Give thanks**

**Keep peace**

**Protect**

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|  | Expectation for Nursery | Expectations for Reception | Links to KS1 |
| Relationships | Become more outgoing with new people | Play with one or more children elaborating play ideas | Talk with others to solve conflicts, supported by an adult | Build constructive and respectful relationships | Work and play cooperatively and take turns | Form positive relationships with adults and peers | Understand how to be a good friend. Learn different roles in society. |
| EmotionsSelf | Talk about their feelings using words like sad, happy, angry and worried. May be prompted and supported by adults | Express their feelings e.g. initiates telling an adult how they feel and expresses their emotion appropriately (crying when upset). | Show understanding of their own feelings | Learn how feelings can affect people’s bodies and how they behave |
| EmotionsOther people | Show awareness that others experience emotions like themselves | Begin to understand how others might be feeling | Consider the feelings of others | Think about the perspective of others | Learn how to recognise what others might be feeling |
| Self-regulation | Seek out an adult to help to deal with their emotions | Soothed, calmed or comforted by an adult through shared experience e.g. hug, gentle conversation and talking through the ‘feelings’ | Begin to calm themselves and talk through solutions to deal with emotions | Show perseverance and resilience in the face of challenges | Able to control their impulses and express their strong emotions in acceptable ways | Begin to regulate behaviour according to their own feelings and feelings of others | Learn different things they can do to manage big feelings, to help calm themselvesdown and/or change their mood when they don’t feel good |
| Confidence | Select and use resources and activities, with help when needed | Show more confidence in new social situations | Develop appropriate ways of being assertive | See themselves as a valuable individual | Recognise what makes them special and unique. |
| Understanding rules | Develop sense of responsibility and membership of community | Increasingly follow rules and understand why they are important  | Do not always need an adult to remind them of rules | Help to find solutions to rivalries  | Explain the reasons for rules | Know right from wrong and try to behave accordingly | Recognise risk and safety in school, at home and online. |
| Managing selfToileting | Usually dry during the day | Can ask for help when needed | Able to wipe themselves independently | Can use the facilities to wash and dry own hands | Access toilets when needed and manage own hygiene needs | Learn about germs and cleaning. |
| Diet | Eat a range of foods | Express preferences with food and drink | Know that there are healthy and unhealthy foods | Can say how foods help them e.g. green foods help me to fight off illness  | Know about foods that are healthy and the risks of too much sugar. |
| Dressing | Help with difficult elements when dressing e.g. finishing zipper if an adult starts  | Can change their socks, shoes and most items of clothing with some support | Can ask for help when needed | Can change for PE, putting clothing on the correct way around | Can do buttons and zips independently | Increasingly independent. |