

**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. |
| Emotions  Self | 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 |
| Emotions  Other 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 themselves  down 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 self  Toileting | 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. |