

PSED Checkpoints - Reception

Checkpoint	PSED - Self Regulation	PSED - Managing Self	Building Relationships
September	Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset.	Use the toilet independently. Take their coat off and put it on. Follow a simple instruction as part of a group, e.g. sit down, lets go outside. Join in an activity when invited by an adult.	Play alongside new peers and 'with' familiar peers. Show interest in their new peers.
Christmas	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently.	Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E., with help for buttons Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers.	Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.
Easter	Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy</i> . Begin to solve small conflicts through speaking to each other and being assertive, e.g. " <i>Stop that, I don't like it</i> " or " <i>Can I have a turn when you are finished?</i> " Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.	Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game.	Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place, e.g. sand timers.
EOY incl. ELG	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs
Those working in Greater Depth may...	Negotiate assertively to organise a game or solve a conflict. Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource. Discuss the challenges they have encountered and	Confidently speak in a large group context, e.g. answering a question in assembly. Enjoy more challenging activities and set goals for themselves that stretch their abilities. Try different approaches when solving problems and	Play and organise games with rules. Understand that different children have different viewpoints and opinions. They resolve minor disagreements through listening to each other to come up with a fair

	weaknesses in their approaches, as well as strengths.	be able to discuss what they have done.	solution.
Vocabulary	Happy, upset, cross, lonely, worried. Like, dislike, same, different, culture, similar, difference, celebrate, bounce-back, feelings, wait, patience, help, share, organise, discuss.	Toilet, flush, seat, toilet paper. Sleeve, zip, button. Instruction, wash, soap, tap, rinse, dry, germs, clean. Healthy, unhealthy, fat, sugar, fresh, veg, consequence. Effort, success.	Friend, like. Sharing, caring, listening, understanding, fun Listen, question, safe, look after, worry, help
Skills	To begin to recognise their own feelings and the feelings of others and the reasons for them. To identify indicators of somebody's mood eg body language, facial expression, tone of voice. To listen carefully to adults and to follow instructions. To take an active part in games and activities including taking turns and controlling immediate impulses when appropriate.	To be able to care for themselves in terms of basic hygiene, toileting and dressing. To control their own feelings and impulses. To be aware that their actions have an impact on other people and what the consequences might be.	To build and manage new and existing respectful relationships with both peers. To be able to play and take turns cooperatively. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.