

HCAT PSED Curriculum Progression

	Nursery						Foundation Stage 2				End of F2 HCAT expectation	
Families and close positive relationships	Say hello/good morning/bye etc to adults/peers when entering/leaving school			Begin to use social phrases e.g. “Good morning, how are you?”			Confidently use social phrases e.g. “Good morning, how are you?”		I can talk about the people in my life who are special to me and why.		To know their special people (family, friends, carers) and what makes them special To know that different people have different special people. To form positive attachments to adults and friendships with peers	
Respecting self and others	I can say something that I am good at			I know something that makes me special			I can tell my friend something I like about them		I can understand and celebrate that some people might be good at something that I am not and vice versa		To show sensitivity to their own and to other’s needs	
Keeping safe	Follow rules and routines of the setting with support		Increasingly follow rules, understanding why they are important		Remember and follow rules without any reminders		Consistently follow rules and routines without adult support		Explain the rules we have in the classroom and why we have them e.g we tidy to keep the environment safe and meaningful to others		To know about how to recognise things that might not be safe. To know things that keep their bodies safe. To know some hazards and ways to stay safe inside and outside To know how to care for the safety of others To know safe decisions about items they do not recognise To know about what our bodies need to stay well (medicine)	
							Can apply and understand the need for rules in a wider context to keep us safe e.g how to travel safely in the local environment staying on the pavement, holding hands when crossing the road and being sensitive to pedestrians					
Safe relationships	I know what the word safe means		In know the names of adults in my class and school who can help me		I can tell an appropriate person if I don’t feel safe		I know that some parts of my body are private		I know what the word consent means in an appropriate context		To know the adults who they can ask for help from, and will keep them safe To recognise the feelings they have when they are unsafe To know how to talk about keeping themselves safe, safe touches and consent.	
Friendships	Share and takes turns with adult support		Develop relationships with peers, starting conversations and continuing for many turns		Take turns, sharing resources without support		Children consistently listen to each other		Consistently share and cooperate with friends and other peers		To know how to work and play cooperatively and take turns with others To know why friends are important and how they help us To know ways to care for a friend in need	
Managing hurtful behaviour	I know that the toys at school do not belong to me		I understand what the term sharing means		I can say if something is kind or unkind		I can show compassion to my friend if they are upset and help them feel better		I understand why some behaviour is inappropriate and how it can hurt others feelings		To know how to show sensitivity to their own and to other’s needs To know ways in which we can be kind towards others	
Mental health	Explore different calming techniques	Talk about their own feelings e.g. happy, sad, angry, worried	Explore and understand situations from different points of view.	Talk about how others might be feeling	Talk with others to solve conflicts		Moderate own feelings socially and emotionally	Confidently talk about feelings and opinions using descriptive vocabulary	Set own goals and work to achieve them	Develop problem solving skills by talking through how they, you and others resolved a problem or difficulty		To show an understanding of their own feelings and those of others. To begin to regulate their behaviour accordingly to a situation To know how to describe different emotions To know ways to change feelings and calm down To know events that can make a person feel sad
Healthy Lifestyles	Be increasingly independent in dressing and undressing						Independently dress and undress				To know and talk about the different factors that support their overall health and wellbeing To know their own basic hygiene and personal needs To know and choose healthy foods and drinks To know that some foods are just ‘sometimes’ foods (in moderation) To know their own bedtime routine To know ways to have a calm evening and bedtime routine	
	Knows when they need to go to the toilet and can ask for help		Can go to the toilet independently				Confidently apply factors to support overall health, wellbeing and personal hygiene					
	Can wash hands with support and reminders		Knows when they need to was hands and can do this thoroughly and independently									
	Develop the skill of brushing teeth correctly		Make healthy choices about food, drink, activity and toothbrushing				Talk about the importance of healthy eating, sleep and toothbrushing					
	Begin to use a knife and fork to cut with support						Confidently use a knife and fork when eating					
Living in the wider world	Shows an interest in different occupations (nurse, doctor, police, fire...)		Talks about a wider range of occupations (electrician, plumber etc)				Can identify similarities and differences between jobs		Can identify emergency situations and knows who to call		To know coins and other items related to money To know the uses of money To know why it is important to keep money safe	
	I understand how people earn money and how jobs contribute to the community						I know the value of different coins		I understand that some things must be paid for			