Trinity Road Primary School Knowledge Progression Document
Understanding My State, Needs and Choices

The curriculum is taught through differentiated KS1 and KS2 assemblies. EYFS identifies the foundational knowledge and language that supports later progression.

Progression strand	KS1 progression	KS2 progression
Self-awareness and noticing state	Notice changes in body, energy, attention and thoughts without judging them. Use the Zones as one possible way to describe energy and alertness, while understanding that every Zone is normal. Recognise early signals such as faster speech, hot face, tight muscles, busy feet or becoming very quiet. Understand that the same behaviour or body signal may have more than one explanation.	Distinguish internal state from visible behaviour and avoid making assumptions about other people. Consider how sleep, hunger, sensory load, previous experience, thoughts and events may influence state. Map a sequence from situation or load to body signal, thought, urge and action. Identify more than one point where the individual, another person or the environment could provide support.
Emotions, body signals and uncertainty	Describe an emotion, body clue, energy level, thought or uncertainty. Understand that one body signal can have several possible meanings. Separate a feeling from the action chosen next. Use the principle: feelings are information, not instructions.	Distinguish between emotion, thought, body state and urge. Understand interoception as noticing signals from inside the body and recognise individual variation. Check context and evidence before treating a body signal or feeling as proof of one explanation. Use appropriately qualified language, including “I may not know yet” and “I need more information”.
Identifying needs and self-advocacy	Link an early signal or state to a possible need. Make a specific, respectful request for repetition, movement, quiet, space, time or adult support. Distinguish a need from one preferred solution. Develop a Plan B when the first request or strategy is unavailable.	Explain what is difficult, what support may help and why. Negotiate alternatives without controlling other people. Advocate for environmental adjustment while maintaining participation and shared responsibility. Persist appropriately by seeking another trusted adult when a concern is unresolved or safety is involved.

Progression strand	KS1 progression	KS2 progression
Regulation strategies, co-regulation and environment	Compare the effects of breathing, movement, muscle work, external grounding and environmental adjustment. Evaluate a strategy as helpful, neutral or not suitable. Understand that regulation includes co-regulation and changing the environment, not only changing the child. Ask for a trusted adult to stay nearby, give space, use fewer words or explain what happens next.	Select strategies according to the person, state, place and task. Explain why a strategy is optional rather than a guaranteed way to become calm. Identify lower-threat adult responses through tone, pace, posture, distance, predictability and word count. Develop realistic if-then plans containing environmental support, individual action, a named source of help and Plan B.
Thoughts, interpretation and flexible thinking	Separate facts, interpretations and predictions. enerate more than one possible explanation. Choose a safe action that can check a thought, such as asking, observing or seeking help. Recognise all-or-nothing statements and replace them with more flexible language.	Evaluate evidence for and against an initial interpretation. Challenge threat predictions without dismissing genuine safeguarding concerns. Recognise when uncertainty can be managed through checking and when adult intervention is required. Use flexible thinking to choose a proportionate next action.
Relationships, boundaries, conflict and repair	Use the sequence: listen, describe, name needs and choose a fair next step. Understand that ordinary conflict is easier to solve when people are regulated enough to listen. Recognise that repair is not the same as forced friendship or forgiveness. Acknowledge impact, put right what is possible and identify a changed action.	Distinguish ordinary conflict from bullying, coercion, discrimination, unsafe behaviour and significant power imbalance. Recognise when peer problem-solving is inappropriate and adult action is required. Paraphrase another perspective before proposing a solution. Separate intent from impact and understand accountability without shame. Balance individual rights and needs with impact, reasonable adjustment and shared community responsibility.

Core thread: Notice → Name or not yet → Need → Choose or ask → Check → Impact and repair. All feelings and states are accepted; unsafe behaviour still requires boundaries, accountability and repair.