



## Nursery Progression Map RSHE

### Personal, Social and Emotional Development: Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Personal, Social and Emotional Development: Self-Regulation

ELG: Shows 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 focussed 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can select and use resources with support.	I can select and use resources independently.	I can select and use activities and resources to achieve a goal I have chosen, or one which is suggested to me with adult support.	I can select and use activities and resources to achieve a goal I have chosen, or one which is given to me.
I can assert my own agenda strongly and may display frustration when having to comply with other’s agendas.	I can demonstrate a sense of self as an individual, e.g. want to do things independently, say “No” to adult.	I can show ‘effortful control’ e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front with adult support.	I can show ‘effortful control’ e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
I can express positive feelings such as joy and affection and negative feelings such as anger, frustration and distress through actions, behaviours and a few words.	I am beginning to talk about my feelings such as happy and sad.	I can talk about my feelings such as happy and sad.	I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
I can safely explore emotions beyond my normal range through play and stories.	I am aware of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.	I can say if someone is happy or sad.	I am beginning to understand how others might be feeling.
I can understand and follow simple instructions such as “put on your coat” but may need further prompts from an adult.	I can understand and follow simple instructions such as “put on your coat”	I can understand an instruction that has two parts, such as: “Get your coat and wait at the door”.	I can stop and listen when directed. I can respond to a string of requests one after another (not quickly)

### Personal, Social and Emotional Development: Managing Self

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can separate from my main carer with support and encouragement from a familiar adult. I can explore new toys and environments but I check in regularly with familiar adults as and when needed.	I can seek comfort from familiar adults, when needed.  I am beginning to talk to other children in the setting when playing.	I am becoming more confident in communicating and playing with the adults in my setting.  I am confident to talk to other children in the setting when playing.	I am becoming more outgoing with unfamiliar people, in the safe context of my setting.  I am showing more confidence in social situations.
I can inhibit my own actions/behaviours when reminded by an adult e.g. stopping when asked.	I can begin to learn that some things are mine, some things are shared and some things belong to other people. I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. I am aware that some actions can hurt or harm others.	I can respond to a few appropriate boundaries, with encouragement and support. I can develop appropriate ways of being assertive. I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.	I do not always need an adult to remind me of a rule.
I can use the toilet with support.	I can say when I need the toilet.	I am beginning to be independent in self-care, but still often needs adult support-toileting/hand washing	I can attend to toileting needs, most of the time, by myself.
I can find my own coat on my peg.	I can ask an adult to help with my coat.	I can unzip my coat.	I can put on my coat but I may need an adult to help to zip it up. I can talk about the effects of activity on my body.

### Personal, Social and Emotional Development: Building Relationships

ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Baseline	End of Term 1	Interim	End of NURSERY
I can show an interest in other children's play by watching. I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.	I am interested in others' play and start to join in.	I can play with 1 or 2 children engaging in the same activity. I seek out others to share experiences. I can ask a familiar adult for help.	I can play with one or more other children, extending and elaborating play ideas.  I may form a special friendship with another child.  I have formed positive relationships with familiar adults in my setting.
I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.	I am aware of the needs of other children.	I can begin to accept the needs of others when playing.	I can take turns and share resources sometimes with support from an adult.

I can show an adult what I want or need.	I can express what I want or need using words or gestures.	I can say what I want or need.	I can identify my own needs and find a solution to meet them with support from an adult.
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