

Reception 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.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can select and use activities and resources to achieve a goal I have chosen, or one which is given to me.	I am beginning to moderate my own feelings socially and emotionally.	I can identify and moderate my feelings socially and emotionally. I can begin to wait for what I want and control impulses.	I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.	I know that although we might not be friends with everyone, we can still work together and be kind to one another (RSHE).
I can talk about my feelings such as happy and sad. I am aware of others feelings eg I look concerned if I hear crying or look excited if I hear a familiar happy voice.	I can talk about my feelings in more elaborate ways e.g. I'm sad because.... I'm happy because... I am beginning to understand how others might be feeling.	I can express my feelings and consider the feelings of others. I can think about the perspective of others.	I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.	I know that people may have different reactions and feelings towards the same thing (RSHE) I know about kind and unkind behaviours and how the actions of others can impact on people's feelings

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 Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I am showing more confidence in social situations.</p>	<p>I see myself as a valuable individual.</p> <p>I am developing appropriate ways of being assertive.</p>	<p>I am beginning to show independence, resilience and perseverance in the face of challenge.</p> <p>I can talk with others to solve conflicts.</p>	<p>I am confident to try new activities and I show independence, resilience and perseverance in the face of challenge</p>	
<p>I do not always need an adult to remind me of a rule.</p>	<p>I increasingly follow rules, understanding why they are important</p>	<p>I can follow the school rules and know right from wrong.</p>	<p>I can explain reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>I know how we can use rules set out by special people to keep ourselves and others safe in a variety of settings</p>
<p>I can attend to toileting needs, most of the time, by myself.</p> <p>I can put on my coat but I may need an adult to help with my zip.</p> <p>I can talk about the effects of activity on my body.</p>	<p>I can manage my own needs- personal hygiene (toilet, washing hands)</p> <p>I can dress with help e.g. puts arms into open fronted coat, pulls up own trousers and pull up zipper once it is fastened at the bottom.</p> <p>I know about the different factors that support my overall health and well-being: healthy eating, toothbrushing, exercise.</p>	<p>I can dress and undress independently.</p> <p>I can put on my own coat and fasten the zip independently</p> <p>I know and can talk about the different factors that support my overall health and well-being: healthy eating, toothbrushing, exercise.</p>	<p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>I understand the importance of healthy food choices.</p>	<p>I have an awareness of and take increasing responsibility for taking care of my own needs (RSHE).</p> <p>I know how to keep our bodies healthy (RSHE).</p>