



Vertical Progression – Personal, Social & Emotional Development – Physical Development - Understanding the World - PSHE overview

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
ELG Self-regulation - Show an understanding of their feelings & begin to regulate their behaviour accordingly - Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions Managing Self - Be confident to try new activities & show independence, resilience & perseverance in the face of challenge - Explain the reasons for rules, know right from wrong & try to behave accordingly - Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices Building Relationships - Work & play cooperatively & take turns with others - Form positive attachments to adults & friendships with peers - Show sensitivity to their own & other's needs			
Focus	Health & well-being	Relationships	Living in the wider world
Reception	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicates freely about own home & community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Year 1	<ul style="list-style-type: none"> What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health To recognise that choices can have good and not so good consequences The importance of, and how to maintain personal hygiene About the process of growing from young to old and how people's needs change 	<ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) To identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	<ul style="list-style-type: none"> To help construct, and agree to follow, group and class rules and to understand how these rules help them How to contribute to the life of the classroom That they belong to various groups and communities such as family and school That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.



	<ul style="list-style-type: none">• That household products, including medicines, can be harmful if not used properly• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them• About change and loss and the associated feelings (including moving home, losing toys, pets or friends)	<ul style="list-style-type: none">• To recognise how their behaviour affects other people• To recognise what is fair and unfair, kind and unkind, what is right and wrong• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	
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