



**Personal, Social and Emotional Development  
Physical Development, Understanding the World - PSHE overview**

**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
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Enjoys a sense of belonging through being involved in daily tasks</li> <li>Shows confidence &amp; self-esteem through being outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>Develop appropriate ways of being assertive</li> <li>Talk with others to solve conflicts</li> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>Shows interest in the lives of people who are familiar to them</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>Develop a sense of responsibility &amp; membership of a community</li> <li>Increasingly follow rules, understanding why they are important</li> <li>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>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</li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community</li> <li>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health</li> <li>To recognise that choices can have good and not so good consequences</li> <li>The importance of, and how to maintain personal hygiene</li> <li>About the process of growing from young to old and how people's needs change</li> <li>That household products, including medicines, can be harmful if not used properly</li> <li>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</li> <li>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>To communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>To recognise how their behaviour affects other people</li> <li>To recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> </ul>	<ul style="list-style-type: none"> <li>To help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>How to contribute to the life of the classroom</li> <li>That they belong to various groups and communities such as family and school</li> <li>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul>

