

**PSHE/RHE**

**Reception Progression**

Progression of Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	<p>I can recognise different emotions</p> <p>I can understand how people show emotions</p> <p>I can focus during short whole class activities</p> <p>I can follow one- step instructions</p>	<p>Can talk about how I am feeling</p> <p>I can begin to consider the feelings of others</p> <p>I can adapt my behaviour to different situations</p>	<p>I can focus during longer whole class lessons</p> <p>I can follow two- step instructions</p>	<p>I can identify and moderate my own feelings socially and emotionally</p> <p>I can consider the feelings and needs of others</p>	<p>I can control my emotions.</p> <p>I can set a target and reflect on progress.</p>	<p>I can maintain focus during extended whole class teaching</p> <p>I can follow instructions of three steps or more</p>	<p>Show 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 focused 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.</p>

Managing Self	<p>I can wash my hands independently</p> <p>I can put my coat and socks on independently</p> <p>I can get changed with support</p> <p>I can explore different areas within the Year R environment</p>	<p>I can develop class rules and understand the need to have rules</p> <p>I can put clothes on independently</p> <p>I can show confidence to try new activities</p>	<p>I can begin to show resilience and perseverance in the face of challenge</p> <p>I can practice doing up a zipper</p> <p>I can practice doing buttons</p> <p>I can practice doing up buckles</p>	<p>I can develop independence when dressing and undressing. (outdoor learning)</p>	<p>I can identify and name healthy foods</p> <p>I can manage my own needs independently</p>	<p>I can understand the importance of healthy food choices</p> <p>I can show resilience and perseverance in the face of challenge</p> <p>I can show a 'cando' attitude</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the 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</p>
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	I can use the toilet independently					I can put uniform on and do up zippers, buttons and buckles with minimal support	
<b>Building Relationships</b>	<p>I can seek support of adults when needed</p> <p>I can gain confidence to speak to peers and adults</p>	<p>I can play with children who are playing with the same activity</p> <p>I can begin to develop friendships</p> <p>I can have positive relationships with all Year R staff</p>	<p>I can begin to work as a group with support</p> <p>I can use taught strategies to support turn taking</p>	<p>I can listen to the ideas of other children and agree on a solution and compromise</p>	<p>I can work as a group</p> <p>I can begin to develop relationships with other adults around the school</p>	<p>I can show confidence to communicate with adults around the school</p> <p>I can show strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>



















