



Spring Vale Primary School

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 |
|-----------|--|---|---|
| Nursery | <ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands • Make healthy choices about food, drink, activity & tooth brushing | <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • 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 • Shows interest in the lives of people who are familiar to them • 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 | <ul style="list-style-type: none"> • Develop a sense of responsibility & membership of a community • Increasingly follow rules, understanding why they are important • 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 |
| 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 |

