Reception PSHE Progression Map

	Autumn 1	
Topic	**Fabulous me - different families**	
Prior Learning	**Self-Regulation**: I can select and use activities and resources with help, and begin to understand how to use self-calming strategies when dealing with intense emotions. **Self-Confidence & Awareness:** I can express a point of view and freely talk about my ideas, preferences, or when I disagree with an adult or a friend using words.	
Knowledge	**PSHE Skills**	**Essential Knowledge**
	• Self-regulation • Reflection	**Building Relationships** I can begin to see self as a valuable individual I can begin to describe self, positively … *proud, special, love (use books: ')* I can begin to build constructive and respectful relationships **Self-Regulation** To begin to identify and moderate own feelings socially and emotionally Black History Diwala (if the correct time of year)
	British Values Mutual Respect, Tolerance of other cultures and religion	
Vocabulary	emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited, fair, agree, taking turns, together, share, patient. waiting for a turn , calm love, together, family, mum, dad, sister, brother, older, younger, grandparents (different names for grandparents) aunty, uncle , cousins	
Unit Aim	By the end of the unit, the children will be able to develop positive self-esteem, emotional awareness and respectful relationships with others.	
Future Learning	**Year 1** Emotions: How do I feel today? Communities: Who am I? Who are you?	
GLD	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge **Building Relationships** Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers	

	Autumn 2- -
Topic	**Being Grateful, Building Relationships, Self Regulation**

Prior Learning	**Building Relationships:** I can play in a group, extending and elaborating play ideas, while demonstrating friendly behavior and initiating conversations with peers. **Self-Regulation**: I can select and use activities and resources with help, and begin to understand how to use self-calming strategies when dealing with intense emotions. **Self-Confidence & Awareness:** I can express a point of view and freely talk about my ideas, preferences, or when I disagree with an adult or a friend using words.	
Knowledge	**PSHE Skills** • Communication • Emotional literacy • Self-regulation • Critical thinking • Problem-solving • Resilience • Cooperation • Independence • Reflection **British Values** Mutual Respect	**Essential Knowledge** **Self-Regulation** I can begin to build constructive and respectful relationships ⇨ Use social language to develop friendships see C I can begin to express feelings and consider the feelings of others e.g. identify and name emotions … **Remembrance day and Bonfire Night, Christmas**
Vocabulary	emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited, fair, agree, taking turns, together, share, proud,	
Unit Aim	By the end of the unit, the children will develop the ability to build positive friendships, use appropriate social language, and recognise, express and respond sensitively to their own feelings and the feelings of others.	
Future Learning	**Year 1** Healthy relationships: Who's in my family? Healthy relationships: What makes a good friend?	
GLD	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Building Relationships** Show sensitivity to their own and to others' needs. Continue to see self as a valuable individual **Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	

	Spring 1
Topic	**Kindness and Inclusion**
Prior Learning	**Building Relationships:** I can play in a group, extending and elaborating play ideas, while demonstrating friendly behavior

	and initiating conversations with peers. **Self-Regulation**: I can select and use activities and resources with help, and begin to understand how to use self-calming strategies when dealing with intense emotions.	
Knowledge	**PSHE Skills**	**Essential Knowledge**
	• Communication • Emotional literacy • Self-regulation • Problem-solving • Decision-making • Cooperation • Reflection	**Self-Regulation** I can express feelings and consider the feelings of others I can think about the perspectives of others ⇨ Story characters / peers **Managing Self** I can manage own self-care needs **Building Relationships** I can build constructive and respectful relationships Chinese New Year
	British Values Mutual Respect, Tolerance of other cultures and religion	
Vocabulary	think ,feel, wonder, imagine, different, same, think about, understand, reason, wrong choice, right choice, consequence, friend, kind, respect, polite, take turns, team	
Unit Aim	By the end of the unit, the children will develop an understanding of their own and others' feelings and perspectives, while building independence in self-care and positive, respectful relationships with others	
Future Learning	Year 1 **Power in relationships: When do I feel safe?**	
GLD	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Building Relationships** Form positive attachments to adults and friendships with peers ▪ Show sensitivity to their own and to others' needs. Continue to see self as a valuable individual	

	Spring 2
Topic	**Keeping healthy and different families**

<table>
<tr><td>Prior Learning</td><td colspan="2">Managing Self: I can manage my own basic personal hygiene and independent needs, such as handwashing or using the toilet with encouragement.

Self-Confidence & Awareness: I can express a point of view and freely talk about my ideas, preferences, or when I disagree with an adult or a friend using words.</td></tr>
<tr><td rowspan="2">Knowledge</td><td><u>PSHE Skills</u></td><td><u>Essential Knowledge</u></td></tr>
<tr><td>• Communication
• Emotional literacy
• Self-regulation
• Critical thinking
• Decision-making
• Resilience
• Cooperation
• Independence
• Reflection</td><td rowspan="2">Managing Self
I can manage own self-care needs

Building Relationships
I can see self as a valuable individual
I can talk confidently about own past history
I can share likes / dislikes / interests in school / out of school
I can build constructive and respectful relationships
Easter</td></tr>
<tr><td><u>British Values</u>

Mutual Respect,

Tolerance of other cultures and religion</td></tr>
<tr><td>Vocabulary</td><td colspan="2">independent, self-care, hygiene, clean, wash, dress, undress, toilet, healthy, safe, tidy, help unique, important, valuable, proud, strengths, kind, confident, like, dislike, enjoy, favourite, prefer, interested, choice, similar, different ,respect, kind, caring, listen, share, cooperate, include, fair, sorry, forgive,</td></tr>
<tr><td>Unit Aim</td><td colspan="2">By the end of the unit, the children will develop a sense of self and confidence, recognising themselves as valuable individuals with their own experiences, interests and preferences, while developing independence in self-care and positive, respectful relationships with others.</td></tr>
<tr><td>Future Learning</td><td colspan="2">Year 1
Physical health: How can I look after my body?
Staying safe and healthy: How can I look after my body?</td></tr>
<tr><td>GLD</td><td colspan="2">Managing Self
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.
Building Relationships
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs.</td></tr>
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<table>
<tr><td></td><td><u>Summer 1</u></td></tr>
<tr><td>Topic</td><td>To say what you think and healthy choices</td></tr>
<tr><td>Prior Learning</td><td>Self-Confidence & Awareness: I can express a point of view and freely talk about their ideas, preferences, or when they</td></tr>
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<table>
<tr><td></td><td colspan="2">disagree with an adult or a friend using words.

Managing Self: I can manage my own basic personal hygiene and independent needs, such as handwashing or using the toilet with encouragement.</td></tr>
<tr><td rowspan="2">Knowledge</td><td><u>PSHE Skills</u></td><td><u>Essential Knowledge</u></td></tr>
<tr><td>Communication
Emotional literacy
Self-regulation
Critical thinking
Problem-solving
Decision-making
Resilience
Cooperation
Independence</td><td rowspan="2">Self-Regulation
I can express feelings and consider the feelings of others
I can set own goals and show resilience and perseverance in the face of challenge
I can bounce back after difficulties
▪ Identify and moderate own feelings socially and emotionally
Talk about and manage own emotions using available strategies e.g.Calm Space

Managing Self
I can manage own self-care needs
I can talk and know about the different factors that support overall health and wellbeing: □ sensible amounts of ‘screen time’
□ having a good sleep routine
□ being a safe pedestrian

Building Relationships
I can share likes / dislikes / interests in school / out of school
I can use social language with growing confidence
I can display kindness to one another – sharing observed likes in group time activities
Eid (if the correct time of year)</td></tr>
<tr><td><u>British Values</u>

Mutual Respect,

Tolerance of other cultures and religion</td></tr>
<tr><td>Vocabulary</td><td colspan="2">Feelings, emotions, calm, behaviour, kind, gentle, listen, share, choice, confident, brave, try, challenge, practise, persevere, independent, proud, rules, right, wrong, fair, safe, clean, healthy, friend, friendship, belong, respect, caring, take turns, help, include, special, unique, important, valuable.</td></tr>
<tr><td>Unit Aim</td><td colspan="2">By the end of the unit, children will develop emotional resilience, healthy habits, independence and positive relationships through self-awareness, kindness and confident communication.</td></tr>
<tr><td>Future Learning</td><td colspan="2">Year 1
Emotions: How do I feel today?
Communities: Who am I? Who are you?
Physical health: How can I look after my body?
Staying safe and healthy: How can I look after my body?</td></tr>
<tr><td>GLD</td><td colspan="2">Self-Regulation
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
Managing Self
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
Building Relationships
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others’ needs.</td></tr>
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	Summer 2	
Topic	Being Yourself and Being safe	
Prior Learning	**Building Relationships:** I can play in a group, extending and elaborating play ideas, while demonstrating friendly behavior and initiating conversations with peers. **Self-Regulation**: I can select and use activities and resources with help, and begin to understand how to use self-calming strategies when dealing with intense emotions. **Self-Confidence & Awareness:** I can express a point of view and freely talk about my ideas, preferences, or when I disagree with an adult or a friend using words **Managing Self:** I can manage my own basic personal hygiene and independent needs, such as handwashing or using the toilet with encouragement.	
Knowledge	**PSHE Skills** • Communication • Emotional literacy • Self-regulation • Critical thinking • Problem-solving • Decision-making • Resilience • Cooperation • Independence • Reflection **British Values**	**Essential Knowledge** **Self-Regulation** I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Managing Self** I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge I can explain the reasons for rules, know right from wrong and try to behave accordingly I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** I can form positive attachments to adults and friendships with peers I can continue to see self as a valuable individual Sun Safety and Pollution
Vocabulary	feelings, emotions, behaviour, calm, empathy, choice, consequence, confident, independent, challenge, persevere, resilience, effort, rules, right, wrong, fair, safe, responsibility, hygiene, healthy, friend, friendship, respect, kindness, caring, belonging, special, unique, valuable, proud, strengths	
Unit Aim	By the end of the unit, children will develop emotional awareness, independence, resilience and self-worth, while supporting children to make positive choices, develop healthy habits and build positive relationships.	
Future Learning	**Emotions: How do I feel today?** **Communities: Who am I? Who are you?** **Healthy relationships: What makes a good friend?**	
GLD	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Managing Self** 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. **Building Relationships** Form positive attachments to adults and friendships with peers Continue to see self as a valuable individual	