



Simon de Senlis Primary School - NPAT - Reception - Personal, Social and Emotional Development (PSED) 2023-24

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Self-Regulation				
Knowledge and Skills to be Taught	Morning rituals and routines Good manners Expectations for behaviour in class and around school Lining up without running! Build positive relationships with adults Being a good friend. Skills for independent learning sessions e.g., collaboration, pretending, accessing resources appropriately and sharing Dealing with transitions Strategies to deal with negative emotions	Being conscientious The need to challenge self Being a good friend Using words to solve a problem	Being resilient Persevering when activities are difficult Working as part of a group Explaining their thoughts and emotions coherently	See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Adults’ role modelling Rewarding ‘good’ behaviour Introducing daily challenges (Busy Bee job) Group tasks/activities (adult as well as child led) Ask children to evaluate their work.	Adults’ role modelling Rewarding ‘good’ behaviour Introducing daily challenges (Busy Bee job) Group tasks/activities (adult as well as child led) Ask children to evaluate their work. Jigsaw - Term 3 - Dreams and Goals Daily independent job/challenge	Adults’ role modelling Rewarding ‘good’ behaviour Introducing daily challenges (Busy Bee job) Group tasks/activities (adult as well as child led) Ask children to evaluate their work. Jigsaw – Term 5 - Relationships Group tasks/activities (adult as well as child led) Ask children to evaluate their work. Can they improve their work? P.E. Team games Turn taking games	
Key Vocabulary	Please, thank you, conscientious, resilient, persevere, kind hands, kind feet, kind words, emotion words e.g., angry, happy, calm, excited			
Throughout the Year	Provide children with reflection time Jigsaw units Constant modelling and reinforce good behaviour Whole school and class assemblies			
Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i>	Children will come into school and separate easily from their carers. Children will follow the school routines and behaviours.	Children can express how they feel or offer an opinion. Children engage more independently in classroom activity	Early Learning Goal 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.	



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Managing Self				
Knowledge and Skills to be Taught	Toileting and eating skills Independence– putting away belongings, putting on coat, hand washing, changing for Forest School, peeling own bananas Good manners Skills for independent learning sessions e.g., collaboration, pretending, accessing resources appropriately and sharing Online safety	Willingness to have a go Speak in class or to other adults in school Trying new things e.g., food Recognising and talking about different feelings Understand and practice good oral health. Understand about and practice healthy eating. Understand the importance of exercise in a healthy lifestyle. Online safety	How to express themselves if hurt or upset using descriptive vocabulary Begin to develop resilience. Online safety	See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Jigsaw – Term 1 - Being Me in My World Agree class rules Reward ‘good’ behaviour (dojos and praise) Lunch and breaktime routines Protective Behaviours A show/singing or likewise to an audience	Jigsaw – Term 4 – Healthy Me Colgate program Large teeth & dental tools for Investigation Area	Jigsaw – Term 6 – Changing Me	
Key Vocabulary <i>These are key words and phrases that children must know and understand</i>	“Please may I” Vocabulary in good manners – please, thank you, excuse me, sorry			
Throughout the Year	Adults to teach the children how to do things independently and not do things for them and parents encouraged to do the same. Internet safety, stranger danger, protective behaviour, healthy eating. Provide multiple resources where possible to avoid conflict			
Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i>	Able to independently feed and toilet self. Adheres to class rules and routines and be aware of the boundaries set. Safely explore a range of independent learning activities	Challenge themselves to challenge new activities. Challenge themselves to find a solution to a problem. Develop an understanding of a healthy lifestyle	Early Learning Goal 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.	



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Building Relationships				
Knowledge and Skills to be Taught	Language / actions to make a friend Learn how to be a good friend Develop good manners and understand how to speak to an adult appropriately.	Know how to play in a group, extending and elaborating ideas.	Know how to resolve differences and resolve conflicts themselves.	See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Jigsaw – Term 2 - Celebrating Difference	Turn taking games	Jigsaw – Term 5 - Relationships	
Key Vocabulary <i>These are key words and phrases that children must know and understand</i>	Friend, kind, polite, manners,			
Throughout the Year <i>These are suggestions only and must be personalised by each setting</i>	Adults to role model good behaviour and when working in the environment to coach children on how to be a good friend, using manners, resolving conflicts			
Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i>	Begins to initiate conversations and/or play with peers. Begins to initiate conversations with adults. Demonstrates friendly behaviour and can usually share resources. Begin to show sensitivity to their own and others' needs	Initiates conversations with both peers and adults Take turns with others with growing independence. Show an awareness of which adults to turn to for help in different situations	Early Learning Goal 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.	