

### Northampton Primary Academy Trust Reception - Personal, Social and Emotional Development (PSED)

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 Lining up without running! Relationships with adults 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	Jigsaw Dreams and Goals Daily independent job/challenge	Group tasks/activities (adult as well as child led) Ask children to evaluate their work	
Key Vocabulary <i>These are key words and phrases that children must know and understand</i>	Please, thank you, conscientious, resilient, persevere, kind hands, kind feet, kind words, emotion words e.g., angry, happy, calm, excited			
Throughout the Year <i>These are suggestions only and must be personalised by each setting</i>	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 to school happily Children will follow the school routines and behaviours and take transitions in their stride Children will be productive during independent learning sessions	Children can express how they feel or offer an opinion	Will begin to resolve conflicts with peers Will begin to negotiate (and not be dominated to dominate) Can express feelings and consider other’s point of view (even if do not agree)	

			<p><b>Early Learning Goal</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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>	
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Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Managing Self				
Knowledge and Skills to be Taught	Listening skills Toileting and eating skills Independence– putting away belongings, putting on coat, peeling own bananas, hand washing 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 Online safety Oral health	How to express themselves if hurt or upset using descriptive vocabulary Online safety and resilience	See Jigsaw scheme
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Jigsaw Being Me in my World Agree class rules Reward 'good' behaviour Lunch and breaktime routines Protective Behaviours	Jigsaw Healthy Me Colgate program	Jigsaw Managing Self A show/singing or likewise to an audience	
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 <i>These are suggestions only and must be personalised by each setting</i>	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 aware of the boundaries set Is sensible and productive during independent learning	Describes self in positive terms Able to identify different emotions	Confident and enthusiastic to try new activities. Always willing to 'have a go' Takes failure in their stride Can follow instructions  <b>Early Learning Goal</b>  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.	

Areas of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
<b>Building Relationships</b>				
<b>Knowledge and Skills to be Taught</b>	Language to make a friend Actions to make a friend Good manners and speaking to an adult	Playing in group, extending and elaborating ideas	How to resolve differences and resolve conflicts themselves	See Jigsaw scheme
<b>Possible Lines of Enquiry</b> <i>These are suggestions only and must be personalised by each setting</i>	Jigsaw Celebrating Differences		Jigsaw Relationships	
<b>Key Vocabulary</b> <i>These are key words and phrases that children must know and understand</i>	Friend, kind, polite, manners,			
<b>Throughout the Year</b> <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			
<b>Assessment Checkpoint</b> <i>i.e., a child on track will do this by the end of each term</i>	Initiates conversations and/or play with peers Demonstrates friendly behaviour and can usually share resources	Initiates conversations with both peers and adults	Takes steps to resolve conflicts amicably with peers  <b>Early Learning Goal</b>  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	
<b>Suggested books</b>	The Perfect Fit, My Skin Your Skin, All are Welcome, Our Class is a Family, Mixed, Walter's Web, Splash, So Much, Ruby's worry, Ravi's Roar, Colour Monster, Mouse's Big Day, Think Big! Huge Bag of Worries, Have you filled a bucket? Worrysaurus, Tiny the dinosaur,			